## Stage One – Desired Results

**Course Title/Grade Level:** Japanese I  
**Credit:**  
- one semester (.5)  
- two semesters (1)  

### Estimate of hours per week engaged in learning activities
Students will typically commit a minimum of 5 hours of class work per week.

### Prerequisites and/or recommended preparation:
None

### Course Overview:
The primary focus of this course is the development of the skills required to properly identify, pronounce and produce the Hiragana characters used in the writing of Japanese.* All five language competencies (speaking, listening, reading, writing, and culture) are addressed, and Washington state EALRs are followed. Daily activities include vocabulary review; conversation practice; listening to native speakers on audio and video recordings; writing practice and reading comprehension. Course content includes the vocabulary and grammar necessary to create sentences in the present and past tenses. Unit-ending projects will include preparing mini reports and presentations. Occasional culture-related projects include such things as the creation of Japanese style New Years cards and learning to fold origami valentines. Students will be expected to have and maintain a portfolio for the class. All students are encouraged to participate in the field trip to the Japanese and American Youth Leadership Conference at Mukogawa Fort Wright Institute in April ($10 charge per student to cover the cost of the bus and lunches). Students will be encouraged to write at least one letter to a Japanese student at MFWI.

**Note:** The writing of Hiragana must be the primary focus of first semester first year Japanese. The use of Rōmaji should be limited to that of serving as a pronunciation key to facilitate in the learning of Hiragana.

### Enduring Understandings for Course:
- Pronunciation and spelling in Japanese
- Ability to identify and produce (in type and print) Hiragana characters and an understanding of how their usage differs from that of Katakana and Kanji characters
- A basic understanding of Japanese sentence structure
**Fundamental understanding of the functions of several markers and particles (akin to English prepositions)**

**Understanding of the functions of three different groups of demonstrative pronouns**

**Understanding of the functions of several counters**

**Understanding of a few key concepts of Japanese culture and how they affect both sentence structure and communication patterns**

**Learning vocabulary through context**

**Pre-reading strategies**

**Question answering strategies**

### External Resources

- Rosetta Stone Online Curriculum
- A non-Romanized Japanese/English-English/Japanese Dictionary (approx. $11)
- Instructional pages, exercises, and video made available by the coordinator/instructor.

### Establish Goals:

- Accurate pronunciation
- Writing proficiency in Hiragana.
- Ability to identify several Kanji characters
- Ability to identify parts of speech and explain their functions.
- Ability to identify and explain the functions of markers and particles.
- Ability to identify and explain the functions of counters.
- Ability to conjugate several verbs in the polite form (including the present positive, present negative, past positive, and past negative)*
- Ability to properly apply common Japanese greetings and expressions to a variety of everyday situations.
- Ability to ask and answer questions requiring the identification of objects
- Ability to ask and answer several interview-type questions soliciting personal information.
- Awareness and appreciation of Japanese cultural differences and their influence on communication patterns.
- A very fundamental knowledge of Japan's geographic makeup and characteristics of its population.

### Understandings:

Students will understand the basic syntax, grammar and pronunciation rules of Japanese. Students will understand and appreciate elements of Japanese culture that contrast with their own.

### Essential Questions:

- What is required to communicate effectively?
- How is effective communication influenced by cultural understanding?
**Students will know:**

How to communicate by responding to commands, questions, greetings and courtesies.
How to identify themselves, family members, professions, foods, colors, body parts, sports, hobbies & pastimes, places, school subjects, and several objects in a school environment.
How to describe themselves and others using a variety of adjectives and adverbs.
How to express likes, dislikes, strengths and weaknesses.
How to create questions soliciting information from others in regarding the topics listed above.
How to identify and use the different numbering systems in conjunction with counters.
How to deduce meaning of vocabulary through context.
How letters and combinations of letters affect pronunciation as well as common colloquial variations.

**Students will be able to:** Communicate at a conversational level about their likes/dislikes, family, pastimes and school. Students will also be able to make cultural comparisons and relate how Japanese culture influences social interaction and communication.

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**Stage Two – Evidence of Assessment**

**Performance Tasks:**

- Formative Oral Assessments
- Writing samples
- Participation in blogs and forums
- Unit tests
- Summative projects (Unit Projects)

**Other Evidence:**

- Self-assessments
- Observation/Activity reports from Rosetta Stone
- Online Vocabulary practice games
- Quizzes
## Stage Three – Learning Plan

### Learning Activities:

Students will participate in a wide variety of learning activities in Black Board and Rosetta Stone, including:

- Vocabulary identification/recognition
- Blogs
- Audio blogs
- Audio and video presentations
- Reading comprehension activities
- Summarizing activities
- Self-assessments
- Performance tasks- presentations, etc

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Scope and Sequence:

I. Core Concepts:
   A. Pronunciation
   B. Reading and Writing
      a) Hiragana alphabet.
      b) first-year Kanji
   C. Greetings & Culture
      a) basic greetings and common phrases
      b) introduction to Japan & Japanese culture
      c) Japanese holidays
   D. Numbers & Counters
      a) numbers 1~100
      b) various counters including dates, people and general counters
   E. Verb Conjugation
      a) linking verbs
      b) polite/formal verbs in the present tense
   F. Sentence Structure
      a) syntax
      b) basic particles and punctuation
      c) placement of adverbs & adjectives
   G. Interrogatives
      a) question words
      b) demonstrative pronouns
      c) formation of a question
      d) answering a question
   H. Modifying Nouns
      a) modifying with demonstrative pronouns
      b) modifying with other nouns
      c) modifying with I-adjectives (i.e. true adjectives)
      d) modifying with Na-adjectives

II. Vocabulary
   A. Greetings and Common phrases
   B. Numbers and Counters
   C. School supplies
   D. Family members
   E. Professions
   F. Nationalities & Languages
   G. School subjects
   H. Likes & Dislikes
   I. Food & Drink (including some popular Japanese dishes)
   J. Adverbs of Frequency and Degree
   K. Sports, Hobbies, and Pastimes
   L. Strengths and Weaknesses
   M. Colors
   N. Body parts
   O. Adjectives
   P. Holiday terms and expressions
III. Washington State Essential Academic Learning Requirements

***See pages 172-192 of Rosetta Stone’s WA EALR alignment PDF file:

Adapted from Understanding by Design Template available online and the Understanding by Design: Professional Development Workbook.

References: