

Textbooks / Instructional Materials:	TITLE: Genki An Integrated Course in Elementary Japanese EDITION: 2nd Eric Banno, Yoko Ikeda, Yutaka Ohno, Chikako Shinagawa COPYRIGHT: 2011 PUBLISHER: The Japan Times Publishing, Ltd.
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Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Japanese 1 #0425

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EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **Japanese 1**

Course Number: **0425**

Katakana Alphabet & Greetings

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

World Language Content Standards

Communication--CM.5,6: recognize and produce words in katakana script; CM.7: recognize cognates from English, compare and contrast sound difference between English words and their Japanese counterparts

Cultures--CL.1: Master basic greetings and set phrases for good manners in the classroom, compare and contrast Japanese and American expectations for public interactions

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will master proper pronunciation of the Japanese syllabaries and be able to read and write Katakana characters and vocabulary. Students will develop an understanding of the everyday greetings and common vocabulary using borrowed words written in katakana.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Teachers will use scaffolded, direct instruction, collaborative learning, a variety of character and vocabulary acquisition strategies, and authentic projects and conversations to engage students in recognition and production of language foundations. Some example activities may include, but are not limited to: web-based activities, flashcard activities, videos, songs, audio resources, total physical response activities, games, repetition techniques, practice conversations, dialogues and skits.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: guided practice, verbal responses, white board practice, teacher observation, quizzes, daily warm-ups, practice conversations, projects and web-based evaluations.

Students will be assessed at the end of each unit through summative assessments which test the students understanding and ability to communicate by speaking, listening, reading and writing the Japanese language.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of language foundations which may include but are not limited to: peer tutoring offered twice per week during Flex Office Hours, Web-based resources that are all found in Google Classroom, the pairing of struggling students with study buddies in class who show competency in the language content, and teacher assistance and supplemental instruction & make-ups which are provided for all graded work.

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Hiragana Alphabet & Japanese Culture

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

World Language Content Standards

Communication--CM.5,6: recognize and produce words in hiragana script; CM.1: begin to read basic sentences in Japanese

Cultures--CL.2,3: investigate unique aspects of Japanese culture that are of interest to teenagers, compare American and Japanese experiences, and present findings in English

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be able to read and write Hiragana characters and common native Japanese vocabulary words.

Students will become acquainted with aspects of Japanese culture which influence contemporary lifestyles and beliefs, and compare and contrast them with their own culture.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Teachers will use scaffolded, direct instruction, collaborative learning, a variety of character and vocabulary acquisition strategies, and authentic projects and conversations to engage students in recognition and production of language foundations. Some example activities may include, but are not limited to: web-based activities, flashcard activities, videos, songs, audio resources, total physical response activities, games, repetition techniques, practice conversations, dialogues and skits

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Making New Friends

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

World Language Content Standards

Communication--CM.2,3,4: prepare self-introductions, including age, interests, likes/dislikes, family, etc; present with appropriate Japanese phrases and manners

Cultures--CL.1: learn and practice set phrases for meeting new people, and introducing yourself to a group

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will introduce themselves. Students will ask and tell people names, majors at school, occupation, age, time etc. Continued vocabulary and grammar acquisition will help students to better understand the structure of Japanese sentences as well as engage in basic conversation. Students will gain confidence in using all modes of communication: Speaking, Listening, Reading and Writing. These communications will allow the students to use every day conversation, share information about themselves and others.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Teachers will use scaffolded, direct instruction, collaborative learning, a variety of character and vocabulary acquisition strategies, and authentic projects and conversations to engage students in recognition and production of language foundations. Some example activities may include, but are not limited to: web-based activities, flashcard activities, videos, songs, audio resources, total physical response activities, games, repetition techniques, practice conversations, dialogues and skits.

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Shopping

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

World Language Content Standards

Communication--CM.2,3,4: practice phrases for interactions at the shopping center, including set phrases and counting; present skits with partners to model shopping interactions

Cultures--CL.1: demonstrate polite manners for asking questions, making requests, and handling money

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will learn how to identify various objects and places. Students will learn about Japanese currency and how to communicate numbers and prices. Students will ask and answer how much things cost. Students will do shopping and order food in a restaurant. Continued vocabulary and grammar acquisition will help students to better understand the structure of Japanese sentences as well as engage in basic conversation. Students will gain confidence in using all modes of communication: Speaking, Listening, Reading and Writing. These communications will allow the students to use every day conversation, and as mentioned before, to make purchases.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

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Kanji Introduction & Making Plans

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

World Language Content Standards

Communication--CM.2,3,4: practice phrases for discussing daily activities and making plans with peers

Cultures--CL.4: Compare writing systems such as alphabets, syllabaries, and ideograms to better understand how interactions between cultures led to the combination of scripts used in modern Japanese

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will talk about daily activities. Students will extend, accept and refuse invitations. Students will learn the days of the week and numbers and times in kanji. Continued vocabulary and grammar acquisition will further help students to better understand the structure of Japanese sentences as well as engage in basic conversation. Students will gain confidence in using all modes of communication: Speaking, Listening, Reading and Writing. These communications will allow the students to use every day conversation and be able to share about and construct in writing a daily schedule.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

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