

Course Title: Japanese 1 A/B**Course Objectives:**

- CO1: Describe and exchange basic information about family, friends, and acquaintances
- CO2: Explain basic information about their hobbies, habits, and activities
- CO3: Identify activities related to their daily life at home and school
- CO4: Compare products, practices, and perspectives of Japanese-speaking cultures with those of their own
- CO5: Read and write Japanese sentences written in Hiragana syllables
- CO6: Describe basic information about their family, friends, immediate environments, and activities
- CO7: Use culturally appropriate greetings, phrases, and gestures in various contexts
- CO8: Identify commands and requests commonly used in classroom settings
- CO9: Identify basic differences and similarities in vocabulary, phonological and grammatical structures between Japanese and English
- CO10: Read and write a limited number of familiar words in kanji characters
- CO11: Introduce and give basic information about themselves
- CO12: Recognize words and intended meaning from spoken Japanese
- CO13: Read and write simple Japanese words written in Katakana syllables

Standards

https://www.michigan.gov/documents/mde/WL_Standards_Benchmarks_Accessible_Final_601923_7.pdf

Japanese 1 A**Unit 1:
Introduction to
Japanese
Language and
Culture****Essential Questions:**

- How does mastering Hiragana and its pronunciations enhance your ability to read and communicate in Japanese?
- What are the challenges and benefits of learning to type in Hiragana using a Japanese keyboard?
- How do greetings and introductions in Japanese vary with different times of the day and settings, and why are honorifics and gestures important?
- What insights can be gained from learning how to count and interpret names, numbers, and gestures in Japanese?

Course Objective	• How can studying Japanese language and culture broaden your personal and professional horizons? • C04: Compare products, practices, and perspectives of Japanese-speaking cultures with those of their own • C05: Read and write simple Japanese sentences written in Hiragana syllables • C07: Use culturally appropriate greetings, phrases, and gestures in various contexts • C08: Identify commands and requests commonly used in classroom settings • C09: Identify basic differences and similarities in vocabulary, phonological and grammatical structures between Japanese and English • C011: Introduce and give basic information about themselves • C012: Recognize words and intended meaning from spoken Japanese		
Unit Objectives	• Recognize Japanese syllables and words by using Japanese hiragana charts. (C05) • Recognize the basic, voiced, combination hiragana syllables, and double consonants. (C09, C05) • Produce hiragana syllables using Japanese keyboard input. (C09) • Recall appropriate Japanese phrases and gestures for the different hours of the day. (C07) • Recite the Japanese numbers from zero to 100. (C09) • List the benefits of studying Japanese language and culture. (C04) • Recall how to introduce yourself briefly using appropriate phrases, honorifics, and gestures in a social and school setting. (C07, C08, C011) • Interpret cultural information correctly from written names, numbers, and gestures. (C04, C07, C09) • Recognize words and intended meaning from spoken Japanese. (C012)		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
1.1.N.SL.a 1.1.N.SL.c 1.1.N.SL.d 1.2.N.L.a 1.3.N.S.a 1.3.N.S.b 1.3.N.S.c	1.1: Greetings & Numbers	• tell which greeting to use for which person and for what occasion. • identify benefits of studying Japanese	1.1 Quiz: Greetings 1.1 Assignment: Counting in Japanese 0 - 10 1.1 Discussion: The Benefits of Learning Japanese Language and Culture 1.1 Assignment: Hiragana Typing 1.1 Assignment: Hiragana Song

3.1.N.a 3.2.N.a 4.1.N.b 4.1.N.d 5.2.N.a 5.2.N.c		language and culture. - list the numbers in Japanese from 0-10. - produce syllables given in romaji in hiragana using Japanese keyboard input. - recite a short Japanese song containing Japanese syllables.	
	1.2 Japanese Numbers	- list the numbers from 11 to 100 in Japanese. - explain what numbers Japanese people like and dislike and the reasons why. - recite the voiced hiragana syllables. - produce the voiced hiragana syllables using Japanese keyboard input.	1.2 Assignment: Counting 11 - 100 1.2 Assignment: Sounding Out Voiced Hiragana 1.2 Assignment: Typing Voiced Hiragana 1.2 Quiz: Culture
	1.3 Japanese Names	identify familiar Japanese words by using the hiragana chart.	1.3 Quiz: Reading Hiragana 1.3 Assignment: Greetings to My Instructor 1.3 Assignment: Sounding Out Combination Hiragana

		• identify the family and the given name of a Japanese person in a written format. • use an appropriate title to address my teacher • list the combination of hiragana syllables. • produce the combination of hiragana syllables using Japanese keyboard input.	1.3 Assignment: Typing Combination Hiragana 1.3 Quiz: Culture
	1.4 Self-Introduction	• apply the Japanese small っ sound to words. • recognize words and phrases used in the lesson video when I hear and see them. • recognize when a person is asking me a question. • ask someone to repeat information when I don't understand. • identify similarities and differences in	1.4 Assignment: Typing Japanese Double Consonants 1.4 Assignment: Pronouncing Japanese Double Consonants 1.4 Quiz: Vocabulary Words 1.4 Quiz: Communication Skills 1.4 Assignment: Script Reading 1.4 Quiz: Culture 1.4 Assignment: Self-Introduction

		Japanese and American gestures when exchanging greetings. • use a simple sentence pattern and appropriate greetings and gestures to introduce myself in Japanese. • identify similarities and differences in Japanese and American cultural practices.	
	Unit 1 Assessments		Unit 1 Assessment
Unit 2: Where I live	Essential Questions: • Why is it important to use culturally appropriate greetings in different situations? • How do honorifics in Japanese compare to how we show respect in English? • How do housing styles in Japan reflect cultural values and lifestyle differences? • How does learning to type and write in Hiragana help with reading and understanding Japanese? • How can recognizing spoken words in Japanese help with real-life communication?		
Course Objective	• C01: Describe and exchange basic information about family, friends, and acquaintances • C04: Compare products, practices, and perspectives of Japanese-speaking cultures with those of their own • C05: Read and write simple Japanese sentences written in Hiragana syllables • C06: Describe basic information about their family, friends, immediate environments, and activities • C07: Use culturally appropriate greetings, phrases, and gestures in various contexts		

	● C09: Identify basic differences and similarities in vocabulary, phonological and grammatical structures between Japanese and English ● C011: Introduce and give basic information about themselves ● C012: Recognize words and intended meaning from spoken Japanese.		
Unit Objectives	● Recall how to answer a question asking where a person lives and where a person or a thing is by using memorized phrases and words. (C01, C06, C011) ● Memorize simple Yes or No questions about a place in your immediate environment. (C06) ● Use telephone numbers, street numbers, and zip codes in complete sentences. (C01, C06, C011) ● List limited everyday greetings correctly that are uniquely Japanese. (C07) ● Identify some similarities and differences in honorifics between Japanese and English. (C04, C07) ● Identify major cities in Japan. (C04) ● Describe typical housing situations in Japan. (C04) ● List the rules for appropriately using a Japanese bathroom and toilet. (C04) ● Identify the ways to use the Japanese postal service for outgoing mail. (C04) ● Produce the hiragana syllables using a Japanese keyboard input. (C09) ● Produce six basic sets of hiragana in handwritten form. (C05) ● Recognize words and intended meaning from spoken Japanese. (C012) ● Recognize six sets of the basic hiragana. (C05)		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
1.1.N.SL.a 1.1.N.SL.b 1.1.N.SL.c 1.1.N.SL.g 1.1.N.SL.i 1.2.N.L.b 1.2.N.R.b 1.3.N.S.b 2.1.N.F.c 2.2.N.F.a	2.1 Where I Live	● recognize when someone is asking where a person lives. ● tell briefly where someone lives or where I live in Japanese. ● recognize when someone is asking	2.1 Quiz: Vocabulary Words 2.1 Quiz: Communication Skills 2.1 Assignment: Script Reading 2.1 Discussion: Where do you live? 2.1 Quiz: Culture 2.1 Assignment: Hiragana Handwriting あ through こ

2.2.N.G.a 3.2.N.a 4.1.N.a 4.1.N.b 4.1.N.c 4.2.N.a 5.1.N.a 5.2.N.a		where a person or a thing is. • tell verbally and by gesturing where a person or a thing is when they are within my reach. • identify some similarities and differences in honorifics between Japanese and English • write the hiragana syllables あ through こ • read the hiragana syllables あ through こ. • identify major cities of Japan. • describe typical housing situations in Japan.	
	2.2 My House	• ask simple Yes or No questions to confirm the name of a place where I am at the moment. • define something by answering simple	2.2 Quiz: Vocabulary Words 2.2 Quiz: Communication Skills 2.2 Assignment: Asking a Question 2.2 Assignment: Script Reading 2.2 Quiz: Culture 2.2 Assignment: Writing Hiragana さ through と

		Yes or No questions about it • explain the rules and manners of using a Japanese bathroom. • write the hiragana syllables さ through と. • read the hiragana syllable さ through と.	
	2.3 Addresses and Phone Numbers	• ask someone for his/her telephone number, street number, and zip code in Japanese. • tell someone my telephone number, street number, and zip code. • interpret addresses written in Japanese style. • identify post offices and mailboxes in Japan. • write the hiragana syllables な through ほ. • read the hiragana syllables な through ほ.	2.3 Quiz: Vocabulary Words Quiz 2.3 Quiz: Communication Skills 2.3 Assignment: Phone Number and Zip Code 2.3 Assignment: Script Reading 2.3 Quiz: Culture 2.3 Assignment: Writing Hiragana な through ほ

	Unit 2 Assessments		Unit 2 Assessment
Unit 3: My Family	Essential Questions: • How do families in Japan and your culture differ in structure, roles, and traditions? • Why do different languages use different words for family members, and how does that reflect cultural values? • What are some common social issues in Japan, and how do they affect families? • How do Japanese families typically meet their daily food and meal needs compared to your culture? • What household products are essential for daily life in Japan, and how do they compare to those in your culture?		
Course Objective	• C01: Describe and exchange basic information about family, friends, and acquaintances • C02: Explain basic information about their hobbies, habits, and activities • C03: Identify activities related to their daily life at home and school • C04: Compare products, practices, and perspectives of Japanese-speaking cultures with those of their own • C05: Read and write simple Japanese sentences written in Hiragana syllables • C06: Describe basic information about their family, friends, immediate environments, and activities • C07: Use culturally appropriate greetings, phrases, and gestures in various contexts • C09: Identify basic differences and similarities in vocabulary, phonological and grammatical structures between Japanese and English • C011: Introduce and give basic information about themselves • C012 Recognize words and intended meaning from spoken Japanese		
Unit Objectives	• Recall and recite family-related information such as the number of family members, ages, activities, and jobs.(C01, C02, C03, C011, C06) • Recite limited everyday greetings that are uniquely Japanese. (C07, C09) • Describe the roles of family members in Japan. (C04) • Describe a current social issue in Japan. (C04) • Explain how daily needs for food and meals are met within a community or culture. (C04) • Describe the products needed to carry out daily routines and meet basic needs in Japan. (C02, C04)		

	- Produce the remainder of the basic hiragana, dakuon, and handakuon hiragana in handwritten form. (C05) - Recognize words and intended meaning from spoken Japanese. (C012)		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
1.1.N.SL.b 1.1.N.SL.h 2.1.N.E.c 2.1.N.F.a 2.1.N.F.b 2.1.N.F.c 2.1.N.H.c 2.1.N.H.d 2.2.N.F.a 2.2.N.F.b 3.1.N.a 4.1.N.a 4.1.N.c 4.2.N.a 4.2.N.b 5.2.N.a	3.1 My Family Members	- tell how many family members I have. - ask someone how many family members s/he has. - ask a question to find out if someone has a certain family member or not. - use an appropriate phrase to answer a question asking if I have a certain family member. - describe the similarities and differences between family structures and family roles in Japan and the U.S. - explain why population is a significant social issue in Japan.	3.1 Quiz: Vocabulary Words 3.1 Quiz Communication Skills 3.1 Assignment: Using the People Counters 3.1 Assignment: Script Reading 3.1 Quiz: Culture 3.1 Discussion: Japanese Family and Social Issues 3.1 Assignment: Writing Hiragana ま through ん

		• write the hiragana syllables ま through ん. • read the hiragana syllables ま through ん.	
	3.2 My Family and Ages	• ask how old someone is. • tell how old someone is. • use the Japanese "How are you?" phrase appropriately. • explain why Japan's current situation with its child and senior populations could become a significant social issue. • write the voiced hiragana syllables が through ぞ . • read the hiragana syllables が through ぞ.	3.2 Quiz: Vocabulary Words 3.2 Quiz: Communication Skills 3.2 Discussion: Family Age Questions 3.2 Assignment: Script Reading 3.2 Quiz: Culture 3.2 Assignment: Writing Hiragana が through ぞ
	3.3 About My Family	• ask what someone does for a living. • tell what someone does for a living. • ask what someone does as an activity.	3.3 Quiz: Vocabulary Words 3.3 Quiz: Communication Skills 3.3 Assignment: About My Family 3.3 Assignment: Script Reading 3.3 Quiz: Culture

		• tell what someone does as an activity. • explain how the daily needs for food and meals are met at home. • describe the use of some general Japanese home appliances and items. • write the voiced/unvoiced hiragana syllables だ through ぽ. • read the hiragana syllables た through ぞ.	3.3 Assignment: Writing Hiragana だ through ぽ
	Unit 3 Assessments		Unit 3 Assessment
Unit 4: About My School	Essential Questions: • How do daily school routines in Japan compare to those in your culture? • What do school schedules and activities reveal about cultural values in Japan? • Why is it important to use culturally appropriate greetings when arriving at or leaving a place? • How do students in Japan and your culture manage their time for school, activities, and daily life? • How does the Japanese education system differ from your own, and what can we learn from these differences?		
Course Objective	• CO1: Describe and exchange basic information about family, friends, and acquaintances • CO2: Explain basic information about their hobbies, habits, and activities • CO3: Identify activities related to their daily life at home and school • CO4: Compare products, practices, and perspectives of Japanese-speaking cultures with those of their own		

	• Read and write simple Japanese sentences written in Hiragana syllables • CO6: Describe basic information about their family, friends, immediate environments, and activities • CO7: Use culturally appropriate greetings, phrases, and gestures in various contexts • CO9: Identify basic differences and similarities in vocabulary, phonological and grammatical structures between Japanese and English • CO11: Introduce and give basic information about themselves • CO12 Recognize words and intended meaning from spoken Japanese		
Unit Objectives	• Describe the daily activities of self, family, and friends. (CO1, CO2, CO3, CO6, CO11) • Tell the time by asking and telling the hours of the day. (CO1, CO2, CO6, CO11) • Recall the appropriate Japanese phrases for leaving from and arriving at a place. (CO7) • Describe briefly the appearance of a person and the physical properties of a place in the immediate environment. (CO1, CO11, CO9) • Explain how daily needs for food and meals are met in Japan. (CO 4) • Explain the daily routines of school children going to and from school, during and after school. (CO4) • Describe the levels of the Japanese education system and the typical daily school schedule. (CO4) • Produce the combination sets of hiragana in handwritten form. (CO5) • Read and write Japanese words and simple sentences written in Hiragana syllables (CO5) • Recognize words and intended meaning from spoken Japanese. (CO12)		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
1.1.N.SL.a 1.1.N.SL.b 1.1.N.SL.c 1.1.N.SL.d 1.1.N.SL.e 1.1.N.SL.i 1.1.N.SL.g 1.1.N.SL.h	4.1 Telling Time and Activities	• tell what someone does at a specific hour of the day. • ask what time of the day someone does a certain activity. • ask what time it is. • tell time to the hour.	4.1 Quiz: Vocabulary Words 4.1 Quiz: Communication Skills 4.1 Assignment: Time and Activities 4.1 Assignment: Script Reading 4.1 Quiz: Culture 4.1 Assignment: Hiragana Handwriting きゃ through じょ

1.2.N.R.c 1.3.N.S.b 2.1.N.E.a 2.1.N.F.b 2.1.N.F.c 2.2.N.E.a 4.1.N.a 4.1.N.c 4.2.N.a 4.2.N.b 5.1.N.a 5.2.N.a		• use the Japanese phrases for leave-taking and arriving appropriately. • explain the methods Japanese students use to travel to and from school and the background reasons for these practices. • read and write Japanese words and simple sentences written in Hiragana syllables • write the combination hiragana syllables きゃ through じょ. • read the hiragana syllables きゃ through じょ.	
	4.2 My School	• describe how a person or a thing looks by using Japanese adjectives. • describe a place by telling what things are there.	4.2 Quiz: Vocabulary Words 4.2 Quiz: Communication Skills 4.2 Assignment: Describing My School 4.2 Assignment: Script Reading 4.2 Quiz: Culture 4.2 Discussion: Japanese Education 4.2 Assignment: Hiragana Handwriting ひゃ through ぴょ

		• explain how the Japanese education system is structured. • read and write Japanese words and simple sentences written in Hiragana syllables • write the combination Hiragana syllables ひゃ through ひょ. • read the hiragana syllables ひゃ through ひょ.	
	4.3 My Classroom	• ask what something is that is within or outside of my reach by asking a question. • describe a scene or a situation where there are multiple living things or non-living things. • describe what it is like to attend a Japanese school in my own words. • read and write Japanese words and	4.3 Quiz: Vocabulary Words 4.3 Quiz: Communication Skills 4.3 Assignment 1: My Classroom 4.3 Assignment 1: My Classroom 4.3 Assignment: Script Reading 4.3 Quiz: Culture 4.3 Assignment: Hiragana Handwriting ちゃ through りょ

		simple sentences written in Hiragana syllables • write the combination hiragana syllables ちゃ through りよ. • read the hiragana syllables ちゃ through りよ.	
	Unit 4 Assessments		Unit 4 Assessment
			Final Exam
	Japanese 1B		
Unit 1: Meet My Friends	Essential Question: • How do introductions and descriptions of family and friends vary between Japanese and your own culture? • Why is it important to use the correct level of politeness when introducing someone in Japanese? • In what ways do hobbies and daily activities reflect cultural values in Japan and your own country? • How do Japanese and English differ in the way past actions are expressed? • Why is Katakana used for certain words in Japanese, and how does this reflect cultural exchange?		
Course Objective	• CO1: Describe and exchange basic information about family, friends, and acquaintances • CO2: Explain basic information about their hobbies, habits, and activities • CO3: Identify activities related to their daily life at home and school • CO4: Compare products, practices, and perspectives of Japanese-speaking cultures with those of their own • CO 5: Read and write simple Japanese sentences written in Hiragana syllables • CO6: Describe basic information about their family, friends, immediate environments, and activities • CO7: Use culturally appropriate greetings, phrases, and gestures in various contexts • CO9: Identify basic differences and similarities in vocabulary, phonological and grammatical structures between Japanese and English • CO11: Introduce and give basic information about themselves		

	• C012: Recognize words and intended meaning from spoken Japanese • C013: Read and write simple Japanese words written in Katakana syllables		
Unit Objectives	• Ask where someone is from. (C01, C05, C06, C011) • Tell where someone is from. (C01, C05, C06, C011) • Recall how to introduce your family members or friends to someone. (C01, C05, C07) • Ask about someone's appearance and personality. (C01, C05, C06, C09) • Describe the appearance and characteristics of a person briefly. (C01, C05, C06, C09, C011) • Recognize if someone is talking about past actions. (C01, C02, C03, C09) • Describe the basic differences and similarities in Japanese and English past forms of verbs. (C09) • Name some countries and places associated with the Japanese language and culture. (C04) • Identify the neighboring countries of Japan. (C04) • Describe the geographical features surrounding the country of Japan. (C04) • Explain in your own words how a language and its culture expand throughout the world. (C04) • Identify similarities and differences between Japanese and American gestures. (C07) • Recite katakana syllables with correct pronunciation. (C013) • Produce the katakana syllables using Japanese keyboard input. (C013) • Identify the types of words written in katakana (C013) • Recognize words and intended meaning from spoken Japanese. (C012) • Produce katakana syllables in handwritten form. (C013) • Read and write simple Japanese sentences written in Hiragana syllables and katakana syllables (C05, C013)		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
1.1.N.SL.a 1.1.N.SL.b 1.1.N.SL.c 1.1.N.SL.d 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.a 1.1.N.RW.b	1.1 Introducing My Friend	• identify categories of words that are normally written or can be written in katakana. • recite katakana syllables by using the katakana chart.	1.1 Assignment: Basic and Dashed Katakana Syllables 1.1 Quiz: Vocabulary Words 1.1 Quiz: Typing the Words 1.1 Quiz: Communication Skills 1.1 Assignment: Introducing My Friend 1.1 Assignment: Script Reading 1.1 Quiz: Culture

1.1.N.RW.e 1.1.N.RW.h 1.2.N.L.b 1.2.N.R.b 1.2.N.R.c 1.3.N.W.c 2.1.N.H.e 2.2.N.G.c 3.1.N.a 3.2.N.a 4.1.N.a 4.1.N.b 4.1.N.d 4.2.N.a 5.2.N.a 5.2.N.b		● recite katakana syllables that are written with a dash. ● ask someone where he or she is from. ● tell where I am or someone is from. ● use an appropriate phrase to introduce my family members or friends to someone ● identify similarities and differences in Japanese and American gestures when people laugh or indicate "no." ● read and write simple Japanese sentences written in Hiragana syllables and katakana syllables	
	1.2 Describing My Family Members	● ask about someone's appearance and personality. ● briefly describe the appearance and characteristics of a person by using a	1.2 Quiz: Vocabulary Words 1.2 Quiz: Typing the Words 1.2 Quiz: Communication Skills 1.2 Assignment: Describing My Friend 1.2 Assignment: Script Reading 1.2 Quiz: Culture 1.2 Assignment: Typing Katakana in Charts

		sentence pattern and limited adjective words. • identify neighboring countries of Japan. • describe the geographical features that surround the country of Japan. • produce the basic and dashed katakana syllables using Japanese keyboard input. • produce the voiced and combination katakana syllables including dashed katakana using Japanese keyboard input. • read and write simple Japanese sentences written in Hiragana syllables and katakana syllables	
	1.3 Talking About Past Activities	• identify if someone is talking or asking about action in the past.	1.3 Quiz: Vocabulary Words 1.3 Quiz: Typing the Words 1.3 Quiz: Communication Skills

		• identify the basic differences and similarities in Japanese and English past form of verbs. • identify some of the countries and places that are associated with the Japanese language and culture. • explain in my own words how a language and its culture expand throughout the world. • recite the special katakana syllables. • produce the special katakana syllables using Japanese keyboard input. • read and write simple Japanese sentences written in hiragana syllables and katakana syllables.	1.3 Discussion: Comparing Japanese and English Past Forms 1.3 Assignment: Script Reading 1.3 Quiz: Culture 1.3 Assignment: Special Katakana Syllables
	Unit 1 Assessments		Unit 1 Assessment: Reading and Writing Unit 1 Assessment: Speaking and Listening

Unit 2: My Schedule	Essential Questions: • How do daily routines and school schedules reflect cultural values in Japan and your own country? • What does a typical Japanese high school student's schedule look like, and how does it compare to yours? • What role do classroom commands and requests play in effective communication in a Japanese learning environment? • Why is Katakana necessary in Japanese, and how does knowing it help in reading and writing? • How do school lunch practices in Japan reflect cultural norms and values?
Course Objective	• CO1: Describe and exchange basic information about family, friends, and acquaintances • CO2: Explain basic information about their hobbies, habits, and activities • CO3: Identify activities related to their daily life at home and school • CO4: Compare products, practices, and perspectives of Japanese-speaking cultures with those of their own • CO 5: Read simple Japanese sentences written in Hiragana syllables • CO6: Describe basic information about their family, friends, immediate environments, and activities • CO8: Identify commands and requests commonly used in classroom settings • CO9: Identify basic differences and similarities in vocabulary, phonological and grammatical structures between Japanese and English • CO11: Introduce and give basic information about themselves • CO12: Recognize words and intended meaning from spoken Japanese • CO13: Read simple Japanese words written in Katakana syllables
Unit Objectives	• Tell about your weekly activities (CO2, CO3, CO5, CO6) • Tell time to the minute. (CO2, CO5, CO6, CO9) • Tell about your class schedule. (CO2, CO5, CO3, CO11) • Ask someone about their past actions. (CO1, CO2, CO5, CO11) • Tell what someone did in the past. (CO1, CO2, CO5, CO11) • Use the Japanese possessives. (CO9) • Recognize written and spoken classroom language. (CO8) • Identify ways in which Japanese high school students earn money. (CO4)

	- Identify supplies and materials needed for school. (CO4) - Explain Japanese practices for school lunch. (CO4) - Produce the basic, dakuon and handakuon katakana syllables in handwritten form. (CO13) - Read and write simple Japanese sentences written in Hiragana syllables and katakana syllables. (CO5, CO13) - Recognize words and intended meaning from spoken Japanese. (CO12)		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
1.1.N.SL.c 1.1.N.SL.h 1.1.N.SL.i 1.1.N.RW.c 1.1.N.RW.h 1.2.N.L.a 1.2.N.R.a 1.2.N.R.b 1.2.N.R.c 1.3.N.S.b 1.3.N.S.c 2.1.N.E.c 2.1.N.F.c 2.2.N.E.a 3.1.N.a 4.2.N.a 4.2.N.b 5.2.N.a 5.2.N.b	2.1 My Weekly Schedule	- recite the days of the week in Japanese. - ask someone what activity they did yesterday. - tell what activity I did yesterday by using some select Japanese verbs. - tell briefly what I do or don't do weekly by using some select Japanese verbs. - read and write simple Japanese sentences written in hiragana syllables and katakana syllables - explain briefly how high school students earn money in Japan.	2.1 Quiz: Vocabulary Words 2.1 Quiz: Typing the Words 2.1 Quiz: Communication Skills 2.1 Discussion: What Did You Do Yesterday? 2.1 Assignment: My Weekly Schedule 2.1 Assignment: Script Reading 2.1 Quiz: Culture 2.1 Assignment: Katakana Handwriting - ア through ノ

		• write the katakana syllables ア through ヲ.	
	2.2 School Rules	• use the Japanese possessive marker to express something that belongs to a place or a thing. • recognize when I hear or see some typical Japanese classroom language. • identify some of the school supplies Japanese students use. • write the katakana syllables ハ through ン. • read and write simple Japanese sentences written in hiragana syllables and katakana syllables.	2.2 Quiz: Vocabulary Words 2.2 Quiz: Typing the Words 2.2 Quiz: Communication Skills U06 U07 2.2 Assignment: Script Reading 2.2 Quiz: Culture 2.2 Assignment: Katakana Handwriting - ハ through ン
	2.3 Class Schedule	• tell time to the minute. • describe my class schedule in Japanese.	2.3 Quiz: Vocabulary Words 2.3 Quiz: Typing the Words 2.3 Quiz: Communication Skills 1 2.3 Assignment: Telling Time to the Minute 2.3 Quiz: Communication Skills 2 2.3 Assignment: Telling My Class Schedule

		• explain Japanese practices for school lunch. • write the katakana syllables ガ through ポ. • read and write simple Japanese sentences written in hiragana syllables and katakana syllables	2.3 Assignment: Script Reading 2.3 Quiz: Culture 2.3 Discussion: Japanese Bento and School Lunch 2.3 Assignment: Katakana Handwriting - ガ through ポ
	Unit 2 Assessments		Unit 2 Assessment: Reading and Writing Unit 2 Assessment: Speaking and Listening
	Unit 3: My Country		
Unit 3: My Country	Essential Questions: • How do geography and climate influence daily life in Japan compared to your own country? • Why does Japanese use different verbs to express "wearing" clothes, and what does this reveal about the language? • How do holidays and celebrations in Japan reflect cultural values and traditions? • What strategies can you use to describe people, places, and things effectively in Japanese? • How does asking and answering yes/no questions help in everyday Japanese conversations?		
Course Objective	• C01: Describe and exchange basic information about family, friends, and acquaintances • C02: Explain basic information about their hobbies, habits, and activities • C03: Identify activities related to their daily life at home and school • C04: Compare products, practices, and perspectives of Japanese-speaking cultures with those of their own		

	• CO 5: Read simple Japanese sentences written in Hiragana syllables • CO6: Describe basic information about their family, friends, immediate environments, and activities • CO9: Identify basic differences and similarities in vocabulary, phonological and grammatical structures between Japanese and English • CO11: Introduce and give basic information about themselves • CO12: Recognize words and intended meaning from spoken Japanese. • CO13: Read simple Japanese sentences written in Katakana syllables		
Unit Objectives	Unit Objectives • Use appropriate Japanese words to express the English concept "to wear something." (CO 1, CO5, CO6, CO9, CO11) • Ask questions about the attributes of places and things in their immediate environment. (CO2, CO5, CO6) • Describe persons, places, and things by modifying nouns. (CO1, CO2, CO3, CO5, CO6, CO11) • Ask a simple Yes or No question to find if someone has something. (CO1, CO2, CO6, CO11) • Produce an answer to a simple Yes or No question appropriately. (CO1, CO2, CO6, CO11) • List alternative answers to a simple Yes or No question. (CO1, CO2, CO5, CO6, CO11) • Identify the four main islands of Japan. (CO4) • Describe the main geographical features of Japan. (CO4) • Describe the climate and typical seasonal weather patterns in various parts of Japan. (CO4) • Explain practices of important civil or religious holidays or celebrations in Japan. (CO4) • Produce the katakana combination syllables in handwritten form. (CO13) • Produce the new katakana syllables in handwritten form. (CO13) • Recognize words and intended meaning from spoken Japanese. (CO12) • Read and write simple Japanese sentences written in Hiragana syllables and katakana syllables. (CO5, CO13) • Repeat the new katakana syllables aloud. (CO13)		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
1.1.N.SL.g 1.1.N.SL.h 1.1.N.RW.h	3.1 Seasons	• tell the differences between the four	3.1 Quiz: Vocabulary Words 3.1 Quiz: Typing the Words 3.1 Quiz: Communication Skills

1.1.N.SL.a 1.1.N.SL.b 1.1.N.SL.c 1.2.N.L.c 1.2.N.L.d 1.2.N.R.b 1.3.N.S.b 1.3.N.S.c 1.3.N.W.c 1.3.N.W.a 2.1.N.F.e 2.2.N.E.b 2.2.N.F.d 2.2.N.G.b 2.2.N.G.d 3.1.N.a 4.1.N.a 4.1.N.b 4.2.N.a 5.1.N.a 5.2.N.a 5.2.N.b		action words that relate to clothing. - describe what I wear in each season. - identify the four main islands of Japan. - describe the main geographical features of Japan. - write the katakana syllables キャ through ニヨ. - read and write simple Japanese sentences written in hiragana syllables and katakana syllables	3.1 Discussion: What I Wear in Each Season 3.1 Assignment: Script Reading 3.1 Quiz: Culture 3.1 Assignment: Describing Geographical Features of Japan 3.1 Assignment: Katakana Handwriting - キャ through ニヨ
	3.2 Climate	- describe something or someone by combining a descriptive word with a word for a person, place or thing. - ask a question about the characteristics of a place. - apply climate and weather patterns to	3.2 Quiz: Vocabulary Words 7.2 Quiz: Typing the Words 3.2 Quiz: Communication Skills 3.2 Discussion: Describing My Place 3.2 Assignment: Script Reading 3.2 Quiz: Culture 3.2: Assignment: Katakana Handwriting - ミヤ through リヨ

		determine the typical climate and weather in different regions in Japan. • write the katakana syllables ミヤ through リョ. • read and write simple Japanese sentences written in hiragana syllables and katakana syllables	
	3.3 Holidays	• ask if someone has something. • tell that someone has or does not have something by responding to a simple Yes or No question ask what someone has. • tell that someone has or does not have something. • explain why New Year's Eve and New Year's Day are important holidays in Japan.	3.3 Quiz: Vocabulary Words 3.3 Quiz: Typing the Words 3.3 Quiz: Communication Skills 3.3 Assignment: Telling What Someone Has 3.3 Assignment: Script Reading 3.3 Quiz: Culture 3.3 Discussion: Japanese New Year Celebration 3.3: Assignment: Katakana Handwriting - New Katakana

		- describe some customs and traditions practiced on and around New Year's Day. - write the new katakana syllables. - read and write simple Japanese sentences written in hiragana syllables and katakana syllables	
	Unit 3 Assessments		Unit 3 Assessment: Reading and Writing Unit 3 Assessment: Speaking and Listening
Unit 4: About Me	Essential Questions: - How do likes and dislikes shape how we introduce ourselves and connect with others? - Why is it important to use the correct terms when discussing birthdates, ages, and family members in Japanese? - What do Japanese traditional garments reveal about history, social customs, and modern fashion? - How do personal holidays and celebrations in Japan reflect cultural values and traditions? - What role does Kanji play in the Japanese writing system, and how does learning it help with communication?		
Course Objective	- C01: Describe and exchange basic information about family, friends, and acquaintances - C02: Explain basic information about their hobbies, habits, and activities - C03: Identify activities related to their daily life at home and school - C04: Compare products, practices, and perspectives of Japanese-speaking cultures with those of their own - C05: Read and write simple Japanese sentences written in Hiragana syllables		

	• C06: Describe basic information about their family, friends, immediate environments, and activities • C07: Use culturally appropriate greetings, phrases, and gestures in various contexts • C09: Identify basic differences and similarities in vocabulary, phonological and grammatical structures between Japanese and English • C010: Write a limited number of familiar words in kanji characters • C011: Introduce and give basic information about themselves • C012: Recognize words and intended meaning from spoken Japanese. • CO 13: Read and write simple Japanese words written in Katakana syllables		
Unit Objectives	• Tell your likes and dislikes by asking and responding to questions. (C01, C02, C03, C05, C06, C011) • Tell dates in Japanese. (C07, C09) • Tell birthdates of yourself and others. (C01, C06, C011) • Explain how many siblings you have by using appropriate Japanese words. (C01, C05, C06, C09, C011) • Identify types and uses of Japanese traditional garments. (C04) • Explain the practices of important personal holidays or celebrations in Japan. (C04) • Explain what Japanese family members call each other. (C04, C09) • Identify words in kanji. (C011) • Produce your name in katakana. (C013) • Produce a limited number of kanji. (C010) • Read and write simple Japanese sentences written in Hiragana syllables and katakana syllables. (C05, C013) • Recognize words and intended meaning from spoken Japanese. (C012)		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
1.1.N.SL.g 1.1.N.SL.h 1.1.N.RW.h 1.1.N.SL.a 1.1.N.SL.b 1.1.N.SL.c	4.1 Favorites	• ask if someone likes something or someone. • ask someone what they like from a certain category	4.1 Quiz: Vocabulary Words 4.1 Quiz: Typing the Words 4.1 Quiz: Communication Skills 4.1 Discussion: My Favorites 4.1 Assignment: Script Reading 4.1 Quiz: Culture 4.1 Discussion: Kimono

1.2.N.L.c 1.2.N.L.d 1.2.N.R.b 1.3.N.S.b 1.3.N.S.c 1.3.N.W.c 1.3.N.W.a 2.1.N.F.e 2.2.N.E.b 2.2.N.F.d 2.2.N.G.b 2.2.N.G.d 3.1.N.a 4.1.N.a 4.1.N.b 4.2.N.a 5.1.N.a 5.2.N.a 5.2.N.b		such as singers, foods, and sports. - ask what someone likes from items in a certain category. - identify types and uses of traditional Japanese garments. - write my name in katakana. - read and write simple Japanese sentences written in hiragana syllables and katakana syllables.	4.1: Assignment: My Name in Katakana
	4.2 My Birthday	- list the months of the year in Japanese. - recite the days of the month in Japanese. - ask for someone's birthday. - tell when my birthday and my friends' birthdays are in Japanese. - explain how and when Japanese parents celebrate their children's growth.	4.2 Quiz: Vocabulary Words 4.2 Quiz: Typing the Words 4.2 Quiz: Communication Skills 4.2 Discussion: Birthdays 4.2 Assignment: Script Reading 4.2 Quiz: Culture 4.2 Quiz: Let's Learn Kanji: 4.2 Assignment: Kanji Numbers 1-10

		• write the kanji 1 through 10. • read and write simple Japanese sentences written in hiragana syllables and katakana syllables	
	4.3 Siblings	• ask someone if they have brothers or sisters. • ask how many siblings someone has. • tell how many siblings someone has when responding to a question. • explain briefly what Japanese family members call each other. • interpret specific kanji • write the kanji for the months of the year. • read and write simple Japanese sentences written in hiragana syllables	4.3 Quiz: Vocabulary Words 4.3 Quiz: Typing the Words 4.3 Quiz: Communication Skills 4.2 Assignment: My Siblings 4.3 Assignment: Script Reading 4.3 Quiz: Culture 4.3 Quiz: Let's Learn Kanji: 4.3 Assignment: The Twelve Months in Kanji

		and katakana syllables	
	Unit 4 Assessments		Unit 4 Assessment: Reading and Writing Unit 4 Assessment: Speaking and Listening
			Final Exam