

Japanese I Overview 2023 - 2024

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

Grading Period 1 Introduction to Japanese and About Me Estimated Date Range: 8/9/23-10/6/23

Unit Overview:

Students will first become familiar with the Japanese writing system: Hiragana, Katakana, and Kanji, and how each of the characters is pronounced. Then they will start writing and reading Hiragana first. Students will also learn basic vocabulary and expressions that are needed to conduct class in the target language, to greet other people correctly based on culturally accepted behaviors, and to exchange basic courtesy expressions. They will learn to introduce themselves and meet others using their new language and cultural literacy skills and attitudes. Students will also be able to exchange personal information such as their name, where they are from, where they live, their age and phone numbers.

By the end of this Unit, students are expected to greet other people and maintain a short conversation about themselves by using the target language and the accepted behaviors used in the target culture. They also are expected to recognize, read and write Hiragana.

At home connections:

- Encourage students to practice greeting and introducing themselves with anyone they know who speaks the target language.
- If they do not know anyone who speaks the target language, let them teach you how to introduce yourself to others appropriately.

Concepts within Unit #1

[Link to TEKS](#)

Success Criteria for this concept

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|---|---|
| <p>Concept #1: Introduction to Japanese TEKS: 1.1e, 1.2a, 1.2b, 1.3b</p> | <ul style="list-style-type: none"> • Demonstrate understanding of the Japanese writing system • Demonstrate understanding of Japanese pronunciation • Recognize and read Hiragana • Write Hiragana |
| <p>Concept #2: Greetings and Classroom Expressions TEKS: 1.1a, 1.1e, 1.2a, 1.2d</p> | <ul style="list-style-type: none"> • Greet and address others in a culturally appropriate manner by using a variety of words and phrases in Japanese. • Use common courtesy expressions in conversation with others in the target language. • Say how I am doing/feeling and inquire about how others are doing/feeling using phrases and simple sentences in Japanese. • Use the target language to say what the weather is like (basic weather expressions only) • Lend and borrow classroom items by expressing myself in Japanese. • Give and understand some classroom instructions in Japanese • Express myself in Japanese in typical classroom situations, such as apologizing for being late, expressing agreement and disagreement and asking how to say something in Japanese |
| <p>Concept #3: Introducing Myself TEKS: 1.1e, 1.2a, 1.3b</p> | <ul style="list-style-type: none"> • Introduce myself to other people both orally (in conversation) and in writing using simple sentences in Japanese. • State personal information such as name, age, phone number, where I live, etc. both orally and in writing in Japanese. • Ask for others' personal information in simple conversations in Japanese. • Use common conversational expressions in Japanese, such as saying that the same applies to me, confirming information and correcting misheard information. • Count 0 to 100 in Japanese. • Read and write Kanji: 一 二 三 四 五 六 七 八 九 十 百 日本語 今 |

Grading Period 2

Unit 2: My Family and Friends

Estimated Date Range: 10/11/23-12/15/23

Unit Overview:

Japanese Writing System: Students will continue learning Hiragana (reading and writing). They will also learn some Kanji (numbers, basic family members)

In this unit, students will first learn to talk/ask about more about themselves which include their birthday, school grade, and nationality. Then students will learn to talk/ask about their nuclear family, the one that lives in their home, their extended family, their friends and their pets. They will describe their family members in terms of physical and personality characteristics and how they make a living (carriers and professions). Students will also learn about how families look like in Japanese culture and how families are the same and different from one culture to another. Students will explore how typical Japanese families live. Students will also learn how to express and ask about likes and dislikes regarding sports and school classes as well as give reasons for them.

By the end of this unit, students are expected to be able to conduct a basic conversation about their family members, their nationality, their birthday, their personality traits, physical characteristics and occupations. Also, students are expected to give information about the things they like and dislike. Finally, students are expected to distinguish and be aware of the differences between their family structure and culture and those in Japanese culture in order to contextualize their new vocabulary and listening skills.

At home connections:

- Share family history with your child, such as grandparents' and great grandparents' names.
- Tell about friends you have that are as close as family; not everyone has a happy family situation, so celebrate those close friendships with your child.

| Concepts within Unit # 2 Link to TEKS | Success Criteria for this concept |
|---|--|
| Concept #1: More About Me TEKS: 1.1e, 1.2a, 1.3b | <ul style="list-style-type: none"> • Introduce myself to other people both orally (in conversation) and in writing in Japanese using simple sentences • State personal information such as birthday, grade in school, job (occupation), and where I'm from (nationality), etc. both orally and in writing using phrases and simple sentences in Japanese • Ask for others' personal information in simple conversations in the target language |
| Concept #2: Expressing Likes and Dislikes TEKS: 1.1b, 1.2a, 1.3a | <ul style="list-style-type: none"> • Name, using words and short phrases, several school subjects both orally and in writing in Japanese • Name, using words and short phrases, several sports both orally and in writing in Japanese. • Tell what sports and school subjects I like and don't like, both orally and in writing in the target language. • Use the target language to tell why I like a sport or school subject both orally and in writing using phrases and simple sentences • Ask others what sports or school subjects they like and why both orally and in writing in conversations in Japanese. |
| Concept #3: Describing and Introducing Friends and Family TEKS: 1.1a, 1.2a, 1.2b, 1.3b | <ul style="list-style-type: none"> • Use Japanese to identify family members and others who are important in my life, including pets. • Introduce family, friends and pets to others using the target language. • Use the target language to share information about my family, such as how many people are in my family, how old they are, and their birthdays. • Tell the profession of the adults in my life using Japanese. • Describe (in Japanese) basic physical traits of each of my family members and friends • Describe my family as a whole using the target language. • Tell likes and dislikes of each family members and friends in simple sentences in Japanese. • Ask others about their families and friends in conversations in Japanese. • Compare typical family structure in the U.S with typical family structure in the target culture. • Count up to 200 • Read and write Kanji: 父 母 人 |

Grading Period 3

Unit 3: Everyday Life

Estimated Date Range: 1/4/24-3/8/24

Unit Overview:

Students will come to this unit knowing how to express and exchange personal preferences, opinions, and/or details about various things, such as school subjects, and sports. They will also know how to talk about people's preferences when it comes to when, where, how often and with whom they partake in such activities. They will have a lot of practice in all three modes of communication and will use these skills profusely during this unit, especially the interpersonal mode.

At the end of this unit, students will be able to discuss what they (like and don't like to) do at school and at home on regular days, as well as when, where, with whom and how often they do these things. They will also talk about what they did last weekend and what they are going to do next weekend (past and future). Students will compare their daily life with activities of other students in the target culture.

At home connections:

- Encourage students to seek out opportunities to interact with the target language, either through reading, listening or speaking with those who also speak the language.

| Concepts within Unit # 3 Link to TEKS | Success Criteria for this concept |
|---|---|
| Concept #1: Daily Life and School Life TEKS: 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b | <ul style="list-style-type: none"> Show that I understand some of what I read/watch/hear in authentic resources in Japanese about how teens spend their daily life / school life in the target culture Write simple sentences in Japanese about how teens spend their daily life / school life in the target culture Write simple sentences in Japanese that compare how teens spend their daily life / school life here vs in the target culture |
| Concept #2: Past and Future Plans TEKS: 1.1a, 1.1b, 1.1d, 1.1e, 1.1f, 1.3a | <ul style="list-style-type: none"> Name, with words or phrases in Japanese, activities that I like to do and don't like to do in my free time Ask and tell when and how often I do a variety of activities using phrases and simple sentences in Japanese. Ask and tell with whom I typically do a variety of activities using phrases and simple sentences in Japanese. Ask and respond to questions about what others or I did last weekend using simple sentences both orally and in writing in the target language. Ask and respond about what others or I are going to do next weekend using simple sentences both orally or in writing in the target language. |
| Concept #3: Weekends and Free Time TEKS: 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b | <ul style="list-style-type: none"> Tell what I do on weekend and/or in my free time orally and in writing using words, phrases and simple sentences in the target language. |

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| | <ul style="list-style-type: none"> • Tell what my friends and family do on weekend and/or in their free time orally and in writing, using words, phrases and simple sentences in the target language. • Discuss places people go with friends and family orally and in writing in Japanese. • Discuss what people do at the places they go with friends and family, orally and in writing in Japanese. • Ask others what they and their families and friends like to do on weekend and/or in their free time both orally and in writing using simple questions in Japanese. • Compare what I do with my friends and family with typical free time activities in the target culture(s), using simple sentences in the target language. |
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Grading Period 4

Unit 4: Hobbies and Leisure Activities

Estimated Date Range: 3/18/24-5/23/24

Unit Overview:

Students will come to this unit knowing how to discuss what they (like and don't like to) do regularly (basic everyday life), as well as when, where, with whom and how often they do these things. They also know how to talk about what they did last weekend and what they are going to do next weekend (past and future). They will have a lot of practice in all three modes of communication and will use these skills profusely during this unit.

At the end of this unit, students will be able to discuss more about what they do in their spare time, hobbies and interests. They will also learn Japanese traditional hobbies including sports. They will also be able to discuss about after school activities, off school life, and school field trips. Students will compare their leisure activities and hobbies with activities of other students in the target culture.

At home connections:

- Ask your child to teach you what they are learning in class.

| Concepts within Unit # 4 Link to TEKS | Success Criteria for this concept |
|---|---|
| Concept #1: Hobbies TEKS: 1.1b, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b | <ul style="list-style-type: none"> • Name, using words and short phrases in Japanese, several hobbies, pastime activities, and sports. • Show that I understand some of what I read in authentic resources in Japanese about hobbies, pastime activities and sports in the target culture. • Ask others and talk about hobbies and interests in the target language. • Ask and tell my likes and dislikes related to hobbies, activities, sports, and colors in the target language and express the degree of like/dislike. • Ask and tell my strengths and weakness related to my activities in the target language. • Compare the hobbies of teenagers in Japan and that of teenagers in US using simple sentences in Japanese. |

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|---|--|
| <p>Concept #2: After School Activities TEKS: 1.1a, 1.1b, 1.1c, 1.2a, 1.2c, 1.2d, 1.3b</p> | <ul style="list-style-type: none"> Name, using words and short phrases in Japanese, several after school activities. Show that I can understand some of what I read/watch/hear in authentic resources in Japanese about after school activities outside of the school in Japan Show that I can understand some of what I read/watch/hear in authentic resources in Japanese about school clubs and its culture of importance to the relationship among different ages in Japan Ask others and talk about my after school activities in conversations in Japanese. Compare and contrast how I spend my time after school and how teenagers in Japan spend their time in simple sentences in the target language. |
| <p>Concept #3: School Field Trips TEKS: 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3b</p> | <ul style="list-style-type: none"> Show that I can understand some of what I read/watch/hear in authentic resources in Japanese about school field trips in Japan. Ask and tell about school trip in a conversation in the target language: where/when you went, who you went with, what you did, and how it was Compare the school field trips in US and in Japan in simple Japanese sentences. |

Glossary of Curriculum Components

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Concept – A subtopic of the main topic of the unit.

Success Criteria—a description of what it looks like to be successful in this concept.

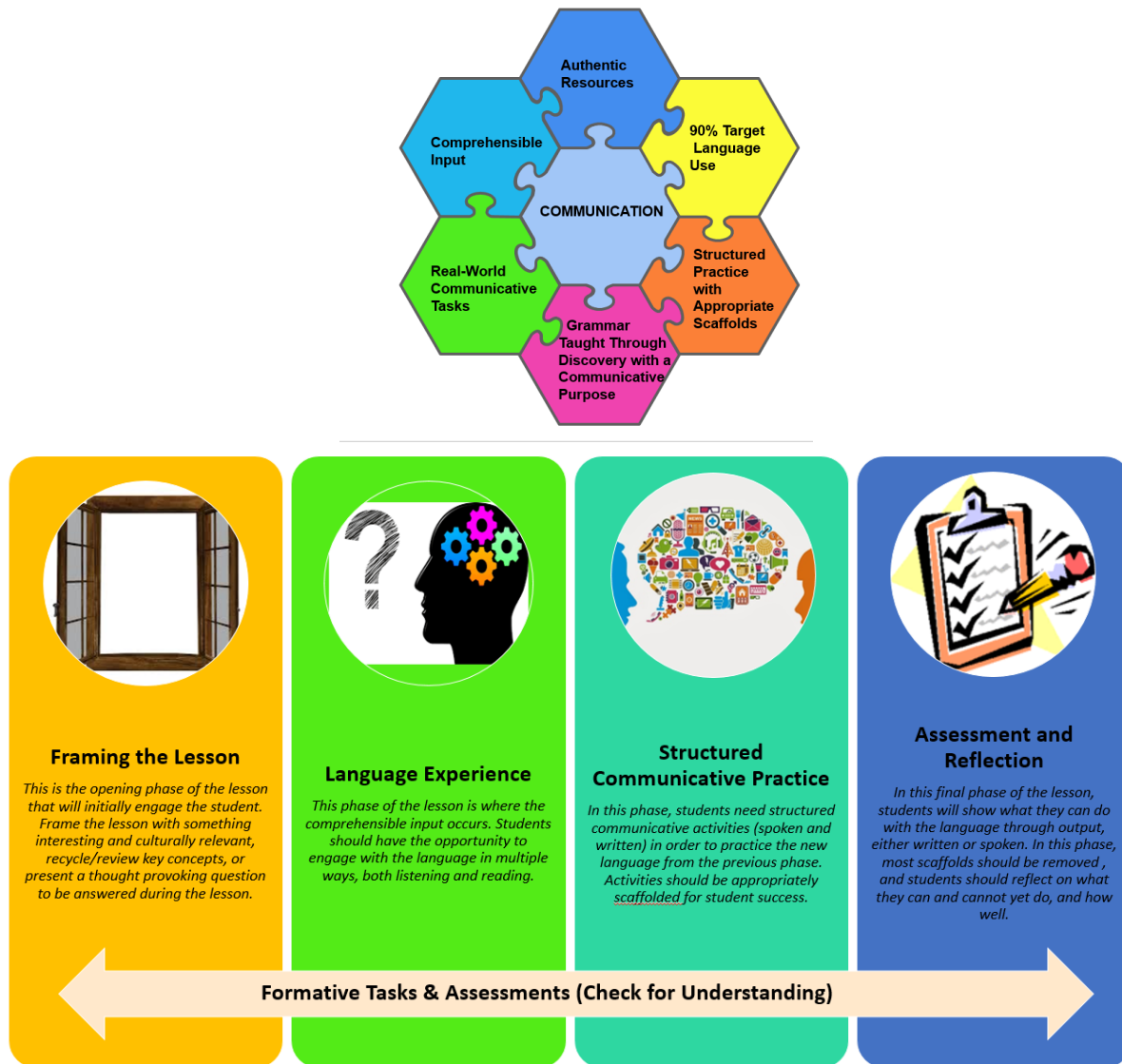
Parent Resources

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

| Resource | How it supports parent and students |
|------------------------------------|--|
| Adventures in Japanese 1 | This is the Japanese textbook. While our curriculum does not align to the textbook, it can be used as a resource for students who might want/need additional practice. |
| Duolingo | This site provides students with extra practice in a variety of languages. It is not aligned with the curriculum, but could be a great way to reinforce the basics. |
| Multilingual Books | This site has links to foreign newspapers and magazines. Reading in the target language is one of the best ways to increase proficiency with the language. |

Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students' prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding