

Japanese III 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

Unit 1: Science & Technology – Invention & Communication

Estimated Date Range: 8/9/23-10/6/23

Unit Overview:

In this unit, students will discover new perspectives in inventions from Japan, reflect on what they learned, and apply it to their present and future communication.

Especially for today's students, it is the norm to use technology for everyday communication with friends, for job-related tasks, and even for school assignments. Exploring past and existing inventions and technologies will help students to appreciate the great contributions from our past that have brought us to where we are today. Through the discoveries of the past, students will uncover new frontiers for technology and inventions for our future.

Concepts within Unit #1 Link to TEKS	Success Criteria for this concept
Concept #1: Inventions in Japan TEKS: 3.1a, 3.1b, 3.1c, 3.1d, 3.1e, 3.2a, 3.2b, 3.2c, 3.2d, 3.3a, 3.3b, 3.3c	<ul style="list-style-type: none"> • Demonstrate understanding of essential contents of authentic materials with topic-related terms • Sub Topic 1: Time Warp through Generations <p><Heroes From Japan></p> <ul style="list-style-type: none"> • Describe special trait of the characters • Explain their prediction of what each character may be able to do <p><Time Warp through Generations></p>

	<ul style="list-style-type: none"> Describe the lifestyles of people in Japan and compare them with that of people in the U.S. after researching the popular lifestyles of people in the countries during the 60s and 70s <p><u><Japanese Super Heroes vs. American Super Heroes></u></p> <ul style="list-style-type: none"> Compare and contrast the robotic characters from Japanese TV, anime, and manga, with heroic characters from Marvel Comics Discuss the perspectives and opinions of people from Japan and the U.S. regarding robots <p><u><"Karakuri Ningyo"></u></p> <ul style="list-style-type: none"> Demonstrate understanding of Japanese people's long history of aspirations with robots and mechanical objects <p>• Sub Topic 2: Inventions in Japan</p> <p><u><What's From Japan?></u></p> <ul style="list-style-type: none"> Articulate the concept of 発明 (invention) and 発達 (development) <p><u><Inventions in Japan></u></p> <ul style="list-style-type: none"> Demonstrate understanding of history of inventions in Japan <p><u><Describe Invented Items in Japanese></u></p> <ul style="list-style-type: none"> Describe new words (regarding inventions) in Japanese only, by composing sentences using words from the word bank <p><u><More Inventions in Japan></u></p> <ul style="list-style-type: none"> Present their own views on the social and historical backgrounds of people in Japan and their motivations for inventing products, orally and in writing, using complete sentences with essential details and simple elaboration Discuss these inventions were created from a desire to make people's lives more convenient
<p>Concept #2: Robotic Technology in Japan TEKS: 3.1a, 3.1b, 3.1c, 3.1d, 3.1e, 3.2a, 3.2b, 3.2c, 3.3a, 3.3b, 3.3c</p>	<ul style="list-style-type: none"> Demonstrate understanding of essential contents of authentic materials with topic-related terms <p>• Sub Topic 1: Robot in Japan</p> <p><u><ドラえもん's Secret Tools></u></p> <ul style="list-style-type: none"> Discuss the kinds of abilities they wish they could have and how those abilities would be benefits to them (e.g., 「道路はいつも車で混雑するから、自由に空が飛べるようになりたい。空が飛べるようになれば、混雑から解放される。」 <p><u><Virtual Tour - Robot Show in Tokyo></u></p> <ul style="list-style-type: none"> See the images and read the articles of the latest technology being developed in Japan and identify key concepts, such as, finding a date, a location, contents, etc.

	<ul style="list-style-type: none"> • Discuss what current robots can do and compare these abilities with human's abilities • Sub Topic 2: Purposes for Robotic Technology <p><u><Purposes for Robotic Technology in Japan></u></p> <ul style="list-style-type: none"> • Read the article about robotic technology in Japan and discuss in groups, what people will be capable of doing with those robotic technologies • Explain the social backgrounds and abilities of each invention and/or robotic technology • Describe purpose, functions, and results using product • Present their own views on the social and historical backgrounds of inventing products in Japan • Explain how their desires, ideas, and social and cultural backgrounds may influence technological advancement and affect their future lifestyles • Narrate, through visual storytelling, the story of a product invented or future developed in Japan <p><u><My Robot></u></p> <ul style="list-style-type: none"> • Create a robot that might be used in situations where people need assistance and present orally or in writing how their creation may influence technological advancement and affect their future lifestyles
<p>Concept #3: Inventions and Communication TEKS: 3.1b, 3.1e, 3.2a, 3.2b, 3.2c, 3.2d, 3.3a, 3.3c</p>	<ul style="list-style-type: none"> • Demonstrate understanding of essential contents of authentic materials with topic-related terms • Sub Topic 1: A Time-Machine Trip to the 60s and to the Present <p><u><Life in the 1960s until Now></u></p> <ul style="list-style-type: none"> • Collect resources through online communication and discuss/exchange ideas and opinions in Japanese • Explain their own views on the advantages and disadvantages of communicating through technology • Define key vocabulary related to the topic of "Invention and Communication" • Sub Topic 2: Inventions After 30 years <p><u><What's Going to be Gone?></u></p> <ul style="list-style-type: none"> • Discuss items that may disappear in the next 30 years and the possibilities for the replacement or substitution of those items • Sub Topic 3: I am an Inventor! <p><u><I am an Inventor!></u></p>

	<ul style="list-style-type: none"> Present orally or in writing, their own invention to improve the way people communicate in the future
--	---

<p align="center">Grading Period 2 Unit 2: Energy Conservation Estimated Date Range: 10/11/23-12/15/23</p>
--

Unit Overview:

In this unit students will focus on Japanese cultural products, practices and perspectives related to environmental issues, including climate change and recycling.

After reading and listening to authentic materials on the topic, students will compare people's awareness toward energy conservation and recycling in Japan and the U.S. Students will compare ways of separating garbage and recycling in Japan and the U.S. Students will apply background knowledge on climate change from science classes in order to gain awareness of the effects of climate change and what can be done to protect the environment. And students will discuss their personal opinions about climate change, recycling and energy conservation.

Assessments include various types of tasks in formats similar to questions on the AP exam.

Concepts within Unit # 2 Link to TEKS	Success Criteria for this concept
Concept #1: Recycling TEKS: 3.1a, 3.1b, 3.1c, 3.1e, 3.1f, 3.2a, 3.2c, 3.2d, 3.3a, 3.3b	<ul style="list-style-type: none"> Explore what people in Japan are doing about recycling by reading/watching authentic materials in Japanese and demonstrating understanding. Understand instructions on the internet on how to categorize and separate garbage in Japan Discuss the concept of garbage systems in Japan and state the opinions about it Explain basic ways of categorizing and separating garbage in Japan through story narration or discussion Compare recycling in Japan to the situation in the U.S. and in other parts of the world
Concept #2: Climate Change TEKS: 3.2a, 3.2b, 3.2c, 3.2d, 3.3a, 3.3c	<ul style="list-style-type: none"> Demonstrate understanding of basic vocabulary (in context) related to climate change Read/listen to authentic materials about climate change and demonstrate understanding of the main idea and supporting details Explain climate change briefly orally and in writing and express what people should do in everyday life
Concept #3: Energy Conservation TEKS: 3.1b, 3.1c, 3.2a, 3.2b, 3.2d, 3.3a, 3.3b, 3.3c	<ul style="list-style-type: none"> Demonstrate understanding of the concept of "<i>Mottainai</i>" and attitude(s) toward conservation in Japan through Japanese cultural products, practices and perspectives, and compare with those in the U.S.

	<ul style="list-style-type: none"> • Demonstrate an understanding of various authentic materials about ecology, 3Rs, and ways of conserving energy • Discuss what humans can and should do to conserve energy to preserve the environment • Explain things we can do to conserve energy in school/home • Demonstrate the use of one of the "<i>Sho-ene goods</i>", "<i>Furoshiki</i>" • Research/explore common "<i>Sho-ene goods</i>" in Japan and discuss what they do for the environment • Describe and express orally or in writing, their own opinions about energy conservation/ecology
--	--

Grading Period 3	
Unit 3: Pop Culture – New & Old Estimated Date Range: 1/4/24-3/8/24	
<p>In this unit, students will study Japanese popular culture and language simultaneously. Students will learn popular culture from as early as the Edo period to the present. Students will be provided a meaningful context in which to acquire and develop a variety of linguistic and cultural concepts. Students will read many authentic materials to study the historical background of the modern popular culture topics that interest them, adding cultural context and enabling them to continue learning the Japanese language in a fun way.</p> <p>Students will</p> <ul style="list-style-type: none"> • explore how art influences the quality of life and values in a community • consider the role/importance of art in Japanese-speaking communities • discover how the arts capture and reflect the history of a community • investigate how the concept of beauty is defined within a culture • explore how art challenges and reflects cultural perspectives 	
Concepts within Unit # 3 Link to TEKS	Success Criteria for this concept
<p>Concept #1: Old Culture - "Ukiyoe"</p> <p>TEKS: 3.1b, 3.2a, 3.2b, 3.2c, 3.2d, 3.3a</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Learn different form of art • Learn about "Ukiyoe", which was popular art in Edo period in Japan and how it influenced the community and the World • Read many articles about "Ukiyoe" and demonstrate understanding in a variety of ways • Learn about some of the famous "Ukiyoe" artists and • Identify the characteristics of their products • Describe how "Ukiyoe" was made • Discuss own opinions and preferences of famous art and how they influenced the community • Learn how those famous "Ukiyoe" have series of pictures • Create own series of pictures like "Ukiyoe" series

	and express an opinion and explain reasoning of choosing those series of pictures
<p>Concept #2: New Culture – Manga & Anime TEKS: 3.1a, 3.1b, 3.1e, 3.1f, 3.2a, 3.2b, 3.2c, 3.2d, 3.3a</p>	<ul style="list-style-type: none"> • Determine a culture's products, practices and perspectives related to visual and performing arts by reading/listening to authentic materials • Interact and react in conversation/writing about variety of topics about manga/anime using connected sentences with details and elaboration • Discuss about variety of topics about manga/anime using connected sentences with details and elaboration • Demonstrate an understanding that "Ukiyoe" is the roots of the contemporary pop culture, Manga and Anime • Read many articles about Manga & Anime and demonstrate understanding in a variety of ways • Discuss opinions and preferences about manga and/or anime • Briefly describe a particular manga/anime • Understand about the genre and characteristics of manga, and how they are read in Japan and in the World • Learn about 漫画喫茶 and discuss what people in Japan do there • Compare and contrast the manga/anime culture in Japan and in the U.S. • List some of the many Japanese onomatopoeia and its meanings • Research on Japanese onomatopoeia and express own opinion and preferences • Identify what セリフ、決め台詞 means and discuss about own favorite セリフ、決め台詞 • Listen to someone talking about a manga or anime and understand what kind of story it is and what is good about it • Talk about the contents of a manga or anime they like, and say what they think about it • Make comments in simple terms on what another person thinks about a manga or anime • Describe certain level of detail about a manga and/or anime

Grading Period 4

Unit 4: Travel & Transportation

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

Unit Overview:

An essential motivation for studying Japanese language is to know how to travel around Japan. By incorporating culture as an integral theme throughout this unit, students will deepen their content knowledge of Japanese contemporary culture.

Students will learn how to use public transportation to navigate around the city and create a realistic travel itinerary as well as meaningful life skills. The real-world task will help to spark students' interest in traveling to Japan.

Students will also learn about some of the major cities in Japan and their history, local famous products, and its popular cultural products.

Concepts within Unit # 4 Link to TEKS	Success Criteria for this concept
<p>Concept #1: Travel and Transportation TEKS: 3.1b, 3.2a, 3.2c, 3.2d, 3.3a</p>	<ul style="list-style-type: none"> • Read/listen to authentic materials to gain knowledge of cultural products, practices and perspectives, and compare those with the U.S. • List things to take to Japan on a trip • Express their opinion about what items are important or not at all important to bring on a trip to Japan • Research about some of the cultural products for transportation and find out how to get them • Compare and contrast the use of cars as transportation in Japan and that of the U.S. • Discuss and Express their own perspectives on the public transportation system in general, and in Japan • Describe and discuss cultural products, practices and perspectives for public transportation • List and identify various 標識マーク for public transportation and gain knowledge of what each sign means
<p>Concept #2: Trip to Tokyo TEKS: 3.1a, 3.1b, 3.1c, 3.1d, 3.2a, 3.2c, 3.2d, 3.3a, 3.3b</p>	<ul style="list-style-type: none"> • Read/listen to authentic materials to gain knowledge of cultural products, practices and perspectives, and compare those with the U.S. • Research types of lodging in Japan and describe them • Demonstrate understanding of how different travelers' needs may be met by various types of lodging • Brainstorm important criteria to consider when choosing a place to stay during travel • Using authentic materials, decide where to stay and justify the reason for making the choice • Through simulated conversation tasks, make

	<p>reservations for lodging</p> <ul style="list-style-type: none"> • Listen to selected excerpts of 山手線 車内&駅ホーム自動放送 and demonstrate understanding by identifying key words within unfamiliar content • Discuss about public transportation in Tokyo • Research and talk about some areas of interest and attractions in Tokyo and discuss own opinion and preferences • Create a realistic itinerary of how they would spend a day trip in Tokyo
<p>Concept #3: Explore Hiroshima, Nagasaki and Okinawa TEKS: 3.1a, 3.1b, 3.1d, 3.1f, 3.2a, 3.2b, 3.2c</p>	<ul style="list-style-type: none"> • Read/listen to authentic materials about Hiroshima, Nagasaki and Okinawa and understand the main idea and supporting details • Read about history of Hiroshima, Nagasaki and Okinawa and demonstrate understanding • Demonstrate the understanding of the local famous products and popular cultural products of Hiroshima, Nagasaki and Okinawa • Discuss own opinions and preferences about famous places, local famous products, and its culture

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.

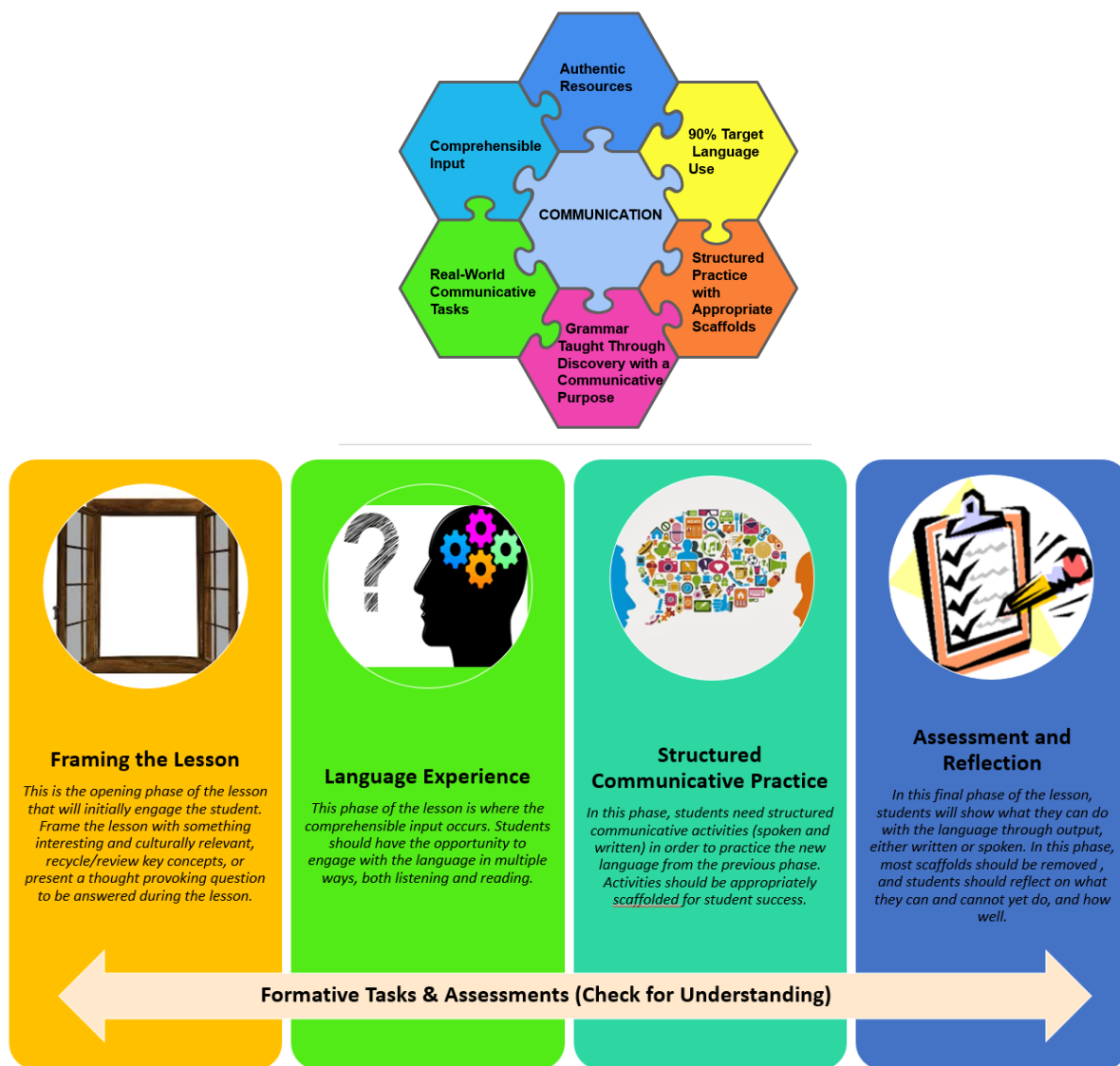
Parent Resources

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 3	This is the link to 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