Japanese 5H

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
Length: **Full Year**
Status: **Published**

Brief Summary of Unit

Japanese 5H is a pre-Advanced Placement (AP) course extending the study of the AP themes and engaging in coursework in the AP tasks in preparing students for the AP Japanese Language and Culture course and exam. The pacing of the unit is contingent on student acquisition of the language as related to their ability to communicate spontaneously, read, write and engage in discussion on the topic(s) presented. The Japanese 5H student will explore the art, literature, and history of Japan including the evolution of the Japanese written language. Reading material will come from a variety of sources including short stories, historical texts, and current writings. Students will improve their oral and written expression through research on a variety of topics. The target language is used in class for all discussions and classroom interactions. Students are supported in developing communicative competence to reach Intermediate Mid proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language in preparation for pursuit of the NJ State Seal of Biliteracy (Intermediate Mid proficiency is required in all communicative areas for Seal attainment). Special attention is paid to the use of tense to encourage comprehension of what is read and heard and to promote authentic communication with message accuracy.

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Intermediate Mid). The pacing of the unit is contingent on student acquisition of the language as related to their ability to communicate spontaneously on the topic(s) presented.

The ability to communicate effectively in more than one language and the perspectives brought about by an understanding of other cultures are vital to the success of our students in a variety of careers. When taking this course, students develop their understanding of the interrelationship between language and culture leading to a purposeful appreciation of cultural diversity. Students who demonstrate proficiency in a second language in addition to English, may qualify for the New Jersey State Seal of Biliteracy, an honor that sets them apart from others and makes them marketable when pursuing a career and when engaging with home and global communities.

Revision Date: June 2023

Essential Questions

Overarching Essential Questions:

How can I learn to see things from another culture’s point of view?

Why is having a culturally informed perspective important?

What strategies can help me to understand what I am reading?

What strategies can help me to understand when I am listening?

What is circumlocution and how can I use it to communicate my thoughts orally and in written form?

How does my culture compare with cultures where the target language is spoken?

What is my current proficiency level and how can I develop the skills to “level up”?

What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?

What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?

How can I exchange information and ideas in conversations?

How can I meet my needs or address situations in conversations?

How can I express, react to, and support preferences and opinions in conversations?

How can I present information to narrate about my life, experiences and events?

How can I present information to give a preference, opinion or persuasive argument?

How can I present information to inform, describe, or explain?

Essential questions related to the AP themes:

Theme: Families and Communities

How is my community similar to and different from communities I am learning about in the target country?

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What are traditional family customs and values of the target culture and how do they compare with mine?

Theme: Contemporary Life

How is contemporary life influenced by cultural products, practices, and perspectives?

What are the preferences of the target culture as related to entertainment, travel and leisure?

How are lifestyles of my peers in the target culture (as related to entertainment, travel and leisure) similar to or different from mine?

What are the customs and values of the target culture? How are they similar to and different from my own?

Theme: Personal and Public Identities

How can I be culturally sensitive toward others?

How can I respect others' heritage?

How can I promote inclusivity?

Theme: Global Challenges:

How is my immediate environment different than and similar to the environment of the target culture?

What are some basic environmental issues challenges the target culture faces?

What are possible solutions to those challenges?

Theme: Beauty and Aesthetics

How do the arts (music, architecture, visual arts, performing arts, fashion) reflect cultural perspectives?

Theme: Science and Technology

How does technology affect my life and the lives of those in the target culture?

Students will know / Students will be skilled at

Students will know that it is important to be culturally sensitive.

Students will know that learning about other cultures aids in understanding the importance of tolerance, inclusivity and respect.

Students will know that increased proficiency in the interpretive mode is developed through reading and listening activities.

Students will know that increased proficiency in the interpersonal mode is developed through spontaneous communication via speaking and listening activities.

Students will know that increased proficiency in the presentational mode is developed through spontaneous

communication via speaking and writing activities.

Students will know that making comparisons between their own communities, families and customs and those of the target culture will enhance cultural awareness and understanding.

Students will know that students will progress along the proficiency continuum at different rates.

Students will know that it is common for a learner to plateau at a level as they gain more skills and knowledge, enabling them to move up to the next level.

Students will know that students will progress at different rates on the various modes of communication.

Students will know that the Can Do Statements describe the specific language tasks that learners are likely to perform at various levels of proficiency and can be used to gauge their present levels of proficiency.

Students will be skilled at listening, speaking, reading and writing based on their current levels of proficiency with the goal of reaching proficiency targets for communication by the end of the course.

Students will be skilled at listening and reading in the target language with the intent to understand.

Students will be skilled at learning how to communicate in written and oral form at their own rate using skills they have acquired through discussions and readings.

Students will be skilled at asking for clarification when the received message is unclear.

Students will be skilled at developing reading comprehension skills through decoding, identification of main ideas, and use of context clues.

Students will be skilled at developing listening comprehension through authentic, meaning-based and consistent exposure to the target language.

Students will be skilled at written and oral production at varying levels based on ACTFL proficiency guidelines.

Students will be skilled at engaging in situationally appropriate communication with increasing proficiency.

Students will be skilled at making connections and comparisons between the target culture and their own.

Learning Plan

Practices that promote (interpretive communication) LISTENING AND READING:

Comprehensible target language input (CI) is provided by the teacher through reading and listening on a consistent basis.

To reinforce literacy skills, students receive reinforcement in the mechanics of decoding, reading for meaning and using context clues as their teacher leads them in reading and understanding various texts in the target language independently and/or as a class.

Short stories, news articles, embedded readings, excerpts from novels, basal text, rooted in high frequency vocabulary and expressions that will help students to continue to develop literacy skills.

INTERPRETIVE COMMUNICATION STRATEGIES:
https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpretive_MCwebsite.pdf.aspx

Practices that promote (presentational communication) STUDENT PRODUCTION of SPOKEN and WRITTEN language:

Differentiate expectations for student output (in speaking and writing).

Utilize charts and tables as references to assist students in visualizing and understanding correct verb usage and structure, as needed.

PRESENTATIONAL COMMUNICATION STRATEGIES:
https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational_MCwebsite.pdf.aspx

Practices that promote (interpersonal communication) SPONTANEOUS AND INTERACTIVE PRODUCTION of SPOKEN or WRITTEN language:

Daily classroom routines are incorporated that reinforce student ability to use situationally appropriate vocabulary and expressions when responding to routinely asked questions and/or unit related questions.

Personalize questions and model accuracy to support students when they are interacting / providing responses

to questions posed.

Facilitate class generated discussions and stories to personalize the learning process and encourage student to student interaction..

Provide cues to help students see that their message may not be clear; include facial expressions, repetition of the message, follow up or clarifying questions, playing out the message or restating the message to indicate an obvious mistake, and pop-up grammar.

INTERPERSONAL COMMUNICATION STRATEGIES:
https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpersonal_MCwebsite.pdf.aspx

Instructional resources folders for each language in this level can be accessed via this link:
https://drive.google.com/drive/folders/1pWIKClVCuFIZk9wtFJKfgr_-UcGlJkVS

Evidence / Performance Tasks

When taking a World Language, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression in the communicative modes (Interpretive, Presentational and Interpersonal) demonstrates the development of communicative proficiency over time. Grade reporting for World Language classes reflects each individual student's ability to demonstrate proficiency in the following areas: Interpretive Listening/Reading, Interpersonal speaking, Presentational Writing/Speaking, Participation and Performance. The weight of each communicative mode is based on the number of years the student has studied the language with increased accountability for demonstration of development in the interpretive mode at the novice level and a systematic approach to accountability in all modes as the student progresses into the more advanced levels of instruction. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill. The following proficiency targets guide teachers and students in working to approach, meet and even exceed proficiency levels by the end of the course.

Proficiency Targets:

(based on New Jersey Student Learning Standards – World Languages)

- End grade 5, end of gr 8 (French, German, Latin, Japanese): Novice Mid

- Grade 8 (Spanish), Level 2: Novice High
- Level 3: Intermediate Low
- Levels 4 and 5H: Intermediate Mid

World Language Grading Criteria (https://docs.google.com/document/d/1y7OyuTLBtQERmp7zi6cODQQQ27Lp7QKZO52yadqXaRQ/edit)

As we modify this document, changes will be updated via access to this link.

Interpretive Reading/Listening, Presentational Writing, Interpersonal Speaking Rubrics folder (https://drive.google.com/drive/folders/1PmK86jQv7NnwZ_LHFQ8PazpEjgGUn89y?usp=sharing)

As we modify this document, changes will be updated via access to this link.

Interpretive Assessments are designed to measure STUDENT COMPREHENSION within LISTENING AND READING:

Students will interpret what they hear and read at their own rate, with the goal of personal improvement as students advance through ACTFL PROFICIENCY levels

Interpretive sample rubrics to promote student self-assessment: https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Model-Curriculum-for-World-Languages-and-Cultures/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics

Presentational Assessments are designed to measure STUDENT PRODUCTION of SPOKEN and WRITTEN language (rehearsed)

Students will produce output (speaking and writing) at their own rate, with the goal of personal improvement as students advance through ACTFL PROFICIENCY levels

Presentational Speaking Rubric to promote student self-assessment:

https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/1-Presentational-Speaking-Rubric_unit_Jan2017.pdf.aspx

Presentational Writing Rubric to promote student self-assessment:

https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/2-Presentational-Writing-Rubric_unit_Jan2017.pdf.aspx

Interpersonal Assessments are designed to measure SPONTANEOUS STUDENT PRODUCTION of SPOKEN or WRITTEN language (no preparation)

Students will produce output (speaking) and engage in conversation at their own rate, with the goal of personal improvement as students advance through ACTFL PROFICIENCY levels.

Interpersonal Speaking rubric to promote student self-assessment:

https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/3-Interpersonal-SpeakingRubric_unit_Jan2017.pdf.aspx

Interpersonal Writing rubric to promote student self-assessment:

https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/4-Interpersonal-Writing-Rubric_unit_Jan2017-1.pdf.aspx

The Can-Do Benchmarks Indicators (https://www.actfl.org/sites/default/files/can-dos/Can-Do_Benchmarks_Indicators.pdf) are used by students for self-assessment purposes throughout the year to assist students in setting proficiency goals as related to progression toward state proficiency target recommendations.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

The link that connects to district approved textbooks and resources utilized in this course can be found on the

Curriculum and Instruction webpage:
(https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=1953860).

Instructional resources folders for each language in this level can be accessed via this link:
https://drive.google.com/drive/folders/1pWIKClVCuFIZk9wtFJKfgr_-UcGlJkVS

Standards

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The WL content standards identified for this unit, in addition to the identified associated cross curricular content-based standards, are relevant to this course

7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS 6	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Suggested strategies for modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing