

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, Ca. 91710 Phone: 909)628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Japanese 3 Honors
2. Transcript Title/Abbreviation:	Japanese 3 H
3. Transcript Course Code/Number:	5796
4. Seeking Honors Distinction:	Yes
5. Subject Area/Category:	Meets UC/CSU 'e' requirement language other than English (LOTE) level 3
6. Grade Level(s):	9 - 12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	YES
11. Repeatable for Credit:	No
12. Date of Board Approval:	November 21, 2002
Date of Revision Approval:	March 19, 2020
13. Brief Course Description: Japanese 3 Honors is an intermediate-high course designed to further develop students' communicative competence in the four language skills (listening, speaking, reading, writing) through the exploration of challenging level-appropriate topics. In addition, the course will focus on the Japanese language proficiency exam (JLPT) and Pre-AP Japanese students. After having successfully completed Japanese 1 and 2, students in the Japanese 3 Honors course will delve deeper into the intricacies of the Japanese heart and soul through content-based themes. Building on the content of the regular Japanese courses, the Japanese 3 Honors begins with a review of earlier courses, then moves on to what it is like to live and experience Japanese culture and language in Japan as a first time visitor. Beginning with life in Japanese high schools, the course continues on to discuss Japanese language studies, write letters to Japanese students in Japan, navigate through the pop culture of music, comics and cartoons, the Tokyo transportation system, and a more in-depth study of Japanese food based on the various regions of Japan. These areas will be explored using the general goals in the national standards for foreign language.	
14. Prerequisites:	Japanese 2; or Japanese 2H; and/or teacher recommendation
15. Context for Course: A key element to success in our current world is the ability to speak other peoples' languages and to function with people from other cultures. In our own state alone, proficiency in languages in addition to English is critical simply as a means for communicating with one another.	
16. History of Course Development: This course is being revised to reflect the rigor necessary for UC/CSU Honors Distinction as well as the district's most recent template for course descriptions.	
17. Textbooks:	GENKI II: an integrated course in Elementary Japanese (textbook) author: Eri Banno; Yutaka Ohno; Yoko Sakane;

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	<p>Chikako Shinagawa; Kyoko Takahashi publisher: Japan Times Edition: 2nd Edition, 2011</p> <p>Genki II: An integrated course in Elementary Japanese (workbook) author: Eri Banno; Yutaka Ohno; Yoko Sakane; Chikako Shinagawa; Kyoko Takahashi publisher: Japan Times Edition: 2nd Edition, 2011</p>
18. Supplemental Instructional Materials:	<p>Satori reader Graded reader – various short stories, interviews, specific conversations on travel, shopping and daily life. (used throughout the year based on unit)</p> <p>Meguro language center Online resource for students from novice to advanced. Materials that support jlpt n5 to n1 (used throughout the year)</p> <p>NHK Web Easy Online resource current events, local news, community services, emergency preparedness. (used throughout the year)</p> <p>Erin's challenge Author: The Japan Foundation Online resources following the daily life of an exchange student in Japan. Reading, writing, listening, culture, product identification, history.</p>

C. COURSE CONTENT

1. Course Purpose:

The purpose of Japanese 3 Honors is to provide an accelerated pace and rigor in curriculum for students intending to continue to Placement (AP) Japanese.

2. Course Outline:

For each unit, students listen to native speaker conversations used in daily conversations, theme-based vocabulary and appropriate structures based on the themes. Students participate in activities such as Kahoot, Quizlet, Socrative, Karuta, running dictation, and respond to teacher-led teaching proficiency through reading and storytelling (TPRS) mini-stories incorporating vocabulary and grammar, followed by communicative activities with a partner where the teacher only observes and corrects as needed. There will be a total of fifty high-frequency conversations that students will study throughout the year.

New kanji characters are introduced in each unit. Students will also use Padlet as a collaboration tool to further study kanji, short stories and conversations for each unit. Students will also perform dialogues in skits with a group, and complete reading (stories) and writing (stories) assessments based on unit content.

The primary textbook will be a college-based textbook: Genki II, as well as web-based content such as Erin's challenge (language and culture), NHK web easy (current events, local news, weather and public safety and community services), satori reader (short stories and in-depth interviews on a variety of topics) and Meguro Language Center (language learning support, daily conversations, jlpt n5 to n1 resources). Students must access the internet to search for travel itinerary, local weather, current world events, local news, earthquake preparedness, community services, living accommodations, check hotels for room availability, and read emails in the target language.

The primary goal of the Japanese 3 Honors course is to further develop students' proficiency across three modes of communication: interpretative, interpersonal, and presentational; as well as the national standards' five goal areas:

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communication, cultures, connections, comparisons, and communities. Students' proficiency levels are expected to reach the intermediate-mid to intermediate-high range, as described in the American council on the teaching of foreign languages (ACTFL).

Interpretive mode:

Students work with various authentic and semi-authentic materials (e.g. Hotel websites, news broadcasts) that are usually intended for native Japanese speakers.

Interpersonal mode:

Characterized by spoken or written communication among individuals which allows for active expression, clarification, and understanding of meaning.

Presentational mode:

Students must make frequent oral presentations which are explicitly linked to the content of each unit. Written presentations include writing a research-based essay about Japanese high school life on composition paper.

Japanese 3 honors is taught almost exclusively in the target language. As part of their Japanese usage assessment, students are expected to use the target language to seek clarification, exchange information, and convey ideas. In addition to the kanji that are introduced in Genki ii textbook, Japanese 3 Honors students are required to know the reading and English meaning of the previous kanji learned in Japanese 1 and 2. The rigorous academic curriculum is designed to be near equivalent to that of a college course and provide students with the skills necessary to succeed in the following year's ap Japanese course.

Comprehensive final exam each semester assessing knowledge and skills gained during the entire semester. Each exam will contain the following:

- 100 multiple choice questions scored using a scantron.
- 15 kanji questions where students write the underlined words in kanji using one space per kanji character.
- Essay: students write a 3 - 5 paragraph essay in Japanese on any topic of their choice from a theme during the semester

3. Key Assignments

Textbook: Genki 2 - (lessons 13 through 16)

Part a - grammar and conversations: The grammar and conversation section aims at improving students' speaking and listening abilities by having them learn basic grammar and by increasing their vocabulary. The grammar and conversation section is organized into the following: dialog, vocabulary, grammar, practice, culture notes, useful expressions.

- Lesson 13 – Looking for a part-time job
- Lesson 14 – Valentine's day
- Lesson 15 – A trip to Nagano
- Lesson 16 – Lost and found

Part b - reading and writing sections: The reading and writing section aims to foster comprehension and writing ability through the study of Japanese characters and through practice in both reading and writing. Kanji is introduced in each lesson and are exposed to about 15 new characters and combinations in each lesson.

- Lesson 13 – Interesting experiences in japan
- Lesson 14 – Personal advice
- Lesson 15 – My favorite places
- Lesson 16 – Manga (various sources including Doraemon, detective Conan, etc)

Practice: readings for comprehension, questions about the content of the readings, and writing practice. The readings introduce Japanese as it is used in a variety of areas ranging from letters and fables to essays and advertisements. They

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assume knowledge of the vocabulary and grammar that the student has encountered in the lesson. With each lesson, the readings becoming more challenging than the previous readings. New words in the readings are listed in the order in which they appear. After each practice section, topics will be given for students to write on.

Audio recordings for all sections are available through the publisher and will aid students throughout each lesson and unit.

Unit 13: looking for a part-time job/employment

The unit starts with multiple conversations following an individual named John who read a classified ad for a part-time job at a restaurant and has contacted the restaurant manager to inquire if the position is available, ask for a possible interview date and time and confirm the appointment. The second conversation continues to follow John with the manager at this point, with questions about why John is interested in the position, what languages he can speak and if he has any experience in the restaurant business. Finally, John sees his professor and is being asked questions about the number of days he works per week and recommendations that John might have about the restaurant.

- Summative interpretive assessment: students will read various conversations regarding employment in Japan, interview questions, and appropriate responses utilizing standard Japanese as well as Keigo (formal Japanese)
- Summative interpersonal assessment: students will role-play as individuals looking for a part-time or full-time job. Using only the target language, students will take on the role of interviewer or interviewee and go through a battery of questions regarding their experiences, abilities and breadth of knowledge regarding the position.
- Summative presentational assessment: students will present on specific occupations in Japan and present information regarding that position in the target language. They will also compare and contrast the specific occupations to those in the United States.

Unit 14: valentine's day/cultural perspectives

Students will engage and study how the Japanese view Valentine's Day and their interpretation of this American occasion. Using a multitude of specific conversations on asking someone out, declining invitations, complimenting and giving and receiving gifts, students will be able to better understand and utilize Japanese perspectives as they are integrated into adopted western practices in Japan.

- Summative interpretive assessments: students will read authentic materials from online stores, news articles and watch clips from Japanese dramas and commercials. They will demonstrate the ability to interpret the content of the materials by answering multiple choice or open-ended questions as well as leading short conversations about the authentic materials.
- Summative interpersonal assessments: students will role-play as store clerks during Valentine's Day season for product purchases, asking and answering questions about preferences and possible likes and dislikes that their significant other may have, asking someone out on a date or declining an invitation politely. Using only the target language, student must demonstrate the ability to understand various situations and utilize polite Japanese as well as casual Japanese.
- Summative presentational: students form groups of 3 or 4 and create a Valentine's Day special commercial which will illustrate their understanding of the perspectives and practices of Valentine's Day in Japan in the target language. The commercial must promote product, description of the product, reasons for purchasing and various options available.

Unit 15: A trip to Nagano/Tokyo-travel

An essential motivation for studying Japanese language is to gain the knowledge and skills to travel around Japan. This unit is designed so that students will become prepared travelers in Japan and namely, Tokyo, the capital of Japan. The thematic unit is split into two instructional plans: 1) travel and transportation, and 2) Tokyo trip. First, students will familiarize themselves with Japan railways major train lines (e.g. Yamanote-Sen), as well as the subways which make up Tokyo's complex public transportation system. Next, they will compare that to other modes of transportation (e.g. Tour bus, bullet train). Students will also learn meaningful skills such as how to read timetables and compare different types of lodging. For the Tokyo-focused lessons, students will use the internet to research famous districts in Tokyo and find out what each area is famous for. Throughout the unit, students will frequently view (e.g. Tokyo hotel website;

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train timetable) or listen to (e.g. Recorded train announcement) authentic materials that are intended for native Japanese speakers. The class will also examine how respect for customers is manifested in the usage of polite honorific speech in public announcements. Through this as well as other units, learners will be better able to comprehend rich vocabulary and complex structures, which will prepare them for the ap Japanese course.

Traveling to Nagano

- Summative interpretive assessment: students will read authentic materials such as online articles from NHK World Easy. They will demonstrate the ability to interpret different regions of Japan and what they have to offer. Students will demonstrate understanding of the materials by answering multiple choice or open-ended questions.
- Summative interpersonal assessment: in dyads, students will act out a role play as either an “American high school exchange student” or “Japanese high school student” wanting to go on an excursion of a specific region in Japan. Using only the target language, students will exchange information about the location, what the area has to offer, special interests, famous landmarks, shops and stores, hotels and navigating the city by train, bus or walking utilizing authentic materials such as paper maps or Google Maps.
- Summative presentational assessment: in groups of 3 or 4, students will perform a skit which illustrates their understanding of the intricacies when traveling through Japan. Students will take on the role of a travel agent, foreign exchange student or tourist traveling through Japan. Students will have to create visual aids or props for the skit and use their linguistic skills and cultural knowledge to prepare a final presentation in both oral and written format.

Supplemental: traveling to Tokyo

Unit assignment(s):

- Summative interpretive assessment: students will listen to 50 high frequency conversations throughout the year from Genki II, Meguro Language Center and Erin’s Challenge. Learners will develop strategies for understanding the gist of what they listen to and identify key words. As part of this study, the travel unit will incorporate these conversations as a template for individual student production.
- Summative interpersonal assessment: using an authentic material, students will work in pairs to navigate traveling through Japan and the appropriate use of the language when dealing with travel. Students will be given selected situations to communicate their needs during travel; hotel, train times and departing platforms, city streets and locating specific districts with specified areas of Tokyo.
- Summative presentational assessment: imagining that their class is going on a Tokyo trip, students will work in groups of 3 or 4 people to come up with a proposed itinerary within a certain budget. First, they must extract information about tourist “hot spots” in Tokyo by going on the internet, interviewing native speakers, or going to a local Japanese travel agency and asking for suggestions from a professional travel agent. Second, they must plan out a two-day itinerary which includes at least four districts that they would most like to visit in Tokyo, along with a detailed explanation of the train routes that they must take. Students must also go to some Japanese lodging (e.g. Hotel) websites to check for room availability (staying within a budget restriction of 10,000 yen per person), compare rooms, and note the proximity to major stations. After working cooperatively to create a realistic itinerary for their Tokyo sightseeing trip, each group will do a four-minute Google Slide presentation about their proposed itinerary to help future travelers.

Unit 16: lost and found/community services

Unit assignment(s):

Many tourists to Japan lose items on a frequent basis. Whether it is a passport, suitcase, wallet or other personal items. In this unit, students will be able to acquire the skill set necessary to inquire, give details and request for items that have been lost, to returning items they have found, and identifying where to return them and the procedures to follow.

- Summative interpretive assessment: students will use authentic materials to learn how to ask for help when they have lost items in Japan with description of the item, location of the last known place they had the item, time of

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day and contact information if the item was found. Conversely, if they have found a lost item, they will have the ability to state where they found the item as well. They will also utilize grammar structures such as “when you find the item...”, “if you find the item...”, “i apologize for losing the item”, and making requests to return items to an individual or group.

- Summative interpersonal assessment: in pairs, students will act as if they are study abroad students that are searching for a lost item in a busy train station. By viewing station signs and law enforcement attire/substations, students will be able to utilize the target language to help recover lost items or return items to their rightful owner.
- Summative presentational assessment: as a group project, students will create a skit to demonstrate a situation.

Ongoing: the written language

Writing is an important component of the ap Japanese language exam, making it essential to develop students’ ability to organize words onto paper. Unit 3 introduces the art of writing formal letters in Japanese. Students will learn the proper format that must be followed when writing a traditional letter, such as the requisite set expressions for the opening and closing greetings. By learning about the preliminary greetings that often reference the current season or climate, students will gain an appreciation of the important role of nature in Japanese life. Along with traditional letter writing, students will also develop skills in 21st century means of communications, such as text messaging in the target language. By developing their keyboard typing skills, students will be better prepared for the following year’s ap Japanese language exam - which includes a free-response text chat section. By the end of the unit, students will be able to describe a change of state, give and receive advice, and give explanations. Also, in this unit, students will learn about popular types of Japanese fortune telling, such as blood type (e.g. Type a, b, ab, and o) and palm reading. After reading some of the common characteristics associated with certain blood types (e.g. Type a person is private) or palm lines, students will look at each others’ hands and tell their fortune.

Unit assignment(s):

- Summative interpretive assessment: students will read ken’s letter, which describes his initial impressions and experiences of living in Japan. Students will also read his text chat exchanges with friends, as well as authentic blog posts about Japanese school life in the target language.
- Summative interpersonal assessment: using the traditional letter writing format, students will correspond with Japanese high school students from a sister school. Students will exchange information with their pen pals about each other’s families, hobbies, daily routine, and school life.
- Summative presentational assessment: using online resources, students will research the blood type of a famous Japanese person and present to the class their conjecture on how that celebrity’s personality may fit or not fit the typical characteristics of type a, b, ab, or o personalities.

Ongoing: the study of kanji overview

This will be an ongoing study throughout the year with the focus placed primarily on kanji - the Chinese characters that comprise one of the three Japanese writing systems. First, students will learn the history and background of kanji, which was originally borrowed from the Chinese writing system. Kanji can be classified into one of four types: shokeimoji (pictographs), shijimoji (abstract concepts), kaiimoji (compound ideographs), or keiseimoji (compound ideograms). Students will learn the importance of bushu, the radicals which are the main identifying components of each kanji character. After getting practice in identifying and deciphering the meaning of bushu, students will gain hands-on experience in using different types of kanji dictionaries. To look up an unfamiliar character in a kanji dictionary, students must be able to identify the character’s bushu, count the number of strokes in that bushu, and count the remaining number of strokes in that character. With a solid knowledge of the construction of kanji, students can look up any kanji in a kanji dictionary and learn the Japanese reading, Chinese reading, and English meaning of new characters.

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- Summative interpretive assessment: students will view a list of kanji that share a common radical (e.g. Sanzui-hen: 海、汗、浴; onna-hen: 妹、姉、好) and try to decipher the meaning of that radical - based on the common meaning that those characters may share (e.g. Water, female).
- Summative interpersonal assessment: working in pairs, students will look up unfamiliar characters using different types of kanji dictionaries (e.g. Jisho.org, yosidainstitute.org). As they identify bushu and count strokes of characters, they will compare the types of dictionaries and state their preference. They will work together to read current events, local news and emergency preparedness articles on the NHK world easy website.
- Summative presentational assessment: students will choose a kanji character that they have not learned and make a presentation to the class about its historical background, development, meaning of the radical, and create a mnemonic which represents a way to better memorize that character.

Ongoing: Entertainment overview

Students will explore popular leisure activities and entertainment among young people in Japan, which include movies, drama, manga, and anime. First, the class will view Akira Kurosawa's 1954 masterpiece film "Seven Samurai" and learn about the influence it had on western films such as the 1960 movie "The Magnificent Seven" (as well as the 2016 Hollywood remake). Since much of this film (as with other authentic materials) may be somewhat beyond the linguistic grasp of students, delivery of this film is scaffolded to make more accessible. For example, a portion of the film is shown without subtitles several times with selective comprehension tasks, such as grasping the overall situation (first viewing) and answering specific questions (second viewing).

Next, the unit's focus will shift to modern entertainment and Japanese youth's changing attitudes. Students will learn to identify different genres of contemporary Japanese music, including J-pop, vocaloid music, and enka. They will watch clips of the annual event on TV called "Kohaku Uta Gassen (the red and white song contest), which features singers and groups of all types of musical genres. Along with other trends in Japan, students will also engage in an analysis of perspectives related to the products being studied, such as the ubiquity of smartphones. By the end of this unit, students will have expanded their communicative ability and be able to describe people's personalities with detail, report information learned through hearsay, and concurrent activities.

Unit Assignment(s):

- Summative interpretive assessment: students will view various types of authentic material such as popular manga (e.g. Doraemon), movies (e.g. "Seven Samurai") or TV shows (e.g. Variety shows) and be able to comprehend the gist of the story or answer questions about what occurred in the clip.
- Summative interpersonal assessment: students will exchange information with their classmates (or Japanese pen pals) about their favorite actors, actresses, musicians, TV shows, etc. They will discuss the ways in which Japanese entertainment may be similar to or different from those in the U.S.
- Summative presentational assessment: the class will learn different genres of Japanese music and singers. For a "show and tell" presentational task, students must choose a favorite Japanese singer or group to research and report on it to the class using only the target language. In the presentations, students must describe the performer's full biography, play a portion of the singer's song in order to dissect the lyrics, and describe the impact of the individual artist(s) on Japanese society. Students are encouraged to be imaginative and creative in their presentations to capture the spirit of the singer (i.e. Perform the song or accompanying dance; wear costume, do a media presentation). Question-and-answer sessions will follow each presentation. This MUSIC APPRECIATION activity is a fun and engaging way to give students oral practice on a topic that is extremely interesting to them.

Ongoing: Japanese meals overview

First, students will learn about the common place setting of dishes and utensils for a Japanese meal on a tray (e.g. Bowl of rice on the front left) and compare that to western place settings. Next, students will explore the different styles of food preparation (e.g. Boiling, deep fried, sautéed) that comprise a Japanese meal. After that, the unit will focus on the bento (box lunch). Students will learn about the history and evolution of the bento, such as how the meal is a reflection of nature (i.e. asymmetrical; ingredients from the mountain and sea), and different types of bento

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(e.g. ekiben, kyaraben). By the end of this unit, students will be able to describe their intentions and make statements about something that appears to be true in Japanese.

Unit assignment(s):

- Summative interpretive assessment: students will look over authentic materials such as the list of ingredients or date of expiration labels that are on a Japanese bento. They will research online recipes for Japanese dishes and demonstrate an understanding of the steps necessary to make them.
- Summative interpersonal assessment: students will do an e-mail exchange with Japanese students to compare school lunches. They will exchange pictures of the school lunch served at their cafeteria, as well as information such as where students eat their lunch or what constitutes a healthy meal.
- Summative presentational assessment: students will work with a partner to plan out and cook a complete bento lunch. First, they must plan out the bento, taking into consideration the elements that they need to include, the ease of preparation, cost, and the necessary ingredients. They will then draw a preliminary sketch, including the utensils, containers, and garnishes they will use. On presentation day, each pair will bring in and show the bento that they have created. Using only the target language, they will state the items in their portable lunch and the various cooking methods (e.g. Grilled, boiled) that they used. After the presentations are done, students can eat their bento.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Provide language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, thinking maps, multimedia sources, technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: quick writes, give one get one, fist to 5

5. Assessment Including Methods and/or Tools:

All modes of language are included in testing: reading, writing, listening, and speaking. The grading rubrics require a more advanced level of fluency (grammar, syntax, content) than the rubrics for the regular Japanese 3 course. To achieve an A, the student must clearly and efficiently transmit the message by using a varied and somewhat extensive vocabulary, effectively using idiomatic expressions, and using some complex grammatical structures. The content must provide strong and organized links to the topics covered in class and include personal insight and opinions. Students must also effectively use a variety of the conventions relative to the format of the text.

The evaluation of student progress and evaluation will be based on the following criteria outlined in board policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade