

Subject group overview: Language Acquisition (Japanese)

Note: Due to the combined grade level of the Japanese A classes (7-8 or 9-10) each grouping follows a 2-year rotation of units.

Grade 6 Emergent

UNIT TITLE	INTRODUCTION & MY FAMILY						Duration	14 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 1 - Form, Function Phase 2 - Form, Function	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.
ATL Skills	III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Self-introduction is the first topic to talk about when you meet new people. To acquire the forms and vocabulary related to introducing oneself and one's family is essential to communicate with others.				
Content	Knowledge: • Japanese alphabet (Hiragana and/or Katakana and/or basic Kanji depending on students' prior knowledge) • Self introduction • Talking about yourself • Japanese annual events in Fall • Japanese custom and manners • A map of Japan with major cities • Japanese songs (あいうえおの歌など) • Origami			Skills: Sound System, Writing System (Hiragana & Katakana), Greetings, Proper bowing, Introducing basic information of myself (age, grade, nationality and birthday), Likes and dislikes, Skills (good at and bad at), adjectives to describe people, Family title and number, Occupation, Body parts & physical features, Hobby, Where I live (For Phase 2 only) Life history, Writing newspaper article of my family and myself, Format and style of newspaper 2016-17 1. Family terms 2. Self and Family introduction with ~ています (~にすんでいます、ペンギょうしています、はたらいています etc.) 3. Occupation 4. Vocab of hobby 5. しゅみは~ことです 6. Adjectives to describe people ~くて/で~, ~ですが, ~ 7. ~といういみ、Noun というNoun 8. Noun modification 9. Words and phrases for life events					

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UNIT TITLE	DAILY LIFE & ROUTINE						Duration	10 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 1 - Conventions, Meaning Phase 2 - Conventions, Meaning	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Individual everyday life can vary greatly characterized by daily routines and living conditions. Everyday activities reflect how time and space are organized.				
Content	Content: <ul style="list-style-type: none"> • Schedule and activities about daily life and routine • Extra curricular activities at school and outside of school • Family activities, your favorite activities and hobbies • Japanese annual events in Winter • Japanese school • Origami 			Skills: <p>Present and past tense of verbs, time words, Adverbs of frequency, Places and location, Transportation, Te-form of verb, basic conjunctions, Cultural differences of daily life and routine.</p>					

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UNIT TITLE	FOOD & SHOPPING						Duration	9 Weeks	
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 1 - Audience, Form, Purpose Phase 2 - Audience, Form, Purpose	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii.	Statement of Inquiry	What and how we eat and buy are influenced by the culture and society.				
Content	<p>Content (topics, knowledge, skills):</p> <ul style="list-style-type: none"> • Conversation and dialogue at restaurants and shops • Japanese money and prices • Adjectives to describe foods, prices, and goods. (おいしい、まずい、たかい、やすい etc) • Lunchtime and how to order foods. • How to read and understand menus. • How to use chopsticks and manners in Japan • Japanese foods and introduction of the receipt • Birthday party and presents • Japanese annual events in Spring • Japanese song • Origami • Japanese alphabet (Hiragana and /or Katakana and / basic kanji depending on students' prior knowledge and progress) 						<p>Skills:</p> <p>Food and drinks, Shops and floors, Phrases of shopping and ordering food, Japanese money and price, Counters for different objects, Adjectives to describe things, Eating habit, Making menu or creating advertisement poster of items, How to cook Japanese food, recipe, Seasoning and taste, Inviting friends to go out.</p>		

Subject group overview: Language Acquisition (Japanese)

Grade 6 Capable

UNIT TITLE	OTOKAKE SAN AND UNIVERSAL DESIGN						Duration	11 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 3 - Point of view Phase 4 - Point of view	Global Context	Identities and relationships	Global Context Exploration(s)	Health and well-being, Lifestyle choices, Happiness and the good life
ATL Skills	I. Communication skills III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Universal design is for everyone. Thinking and caring for other people and yourself are important attitudes. In order to develop the attitude, we need to keep in mind various points of view. Communication skills are really important for it.				
Content	Content and Knowledge:: The rule of universal design, examples of the Universal design. The format of speech. Skills: reading comprehension, enhancing vocabulary, writing, presentation.								

UNIT TITLE	JAPANESE LANGUAGE AND CULTURE (POETRY)						Duration	11 Weeks	
Subject(s)	Japanese	Key Concept	Creativity	Related Concept(s)	Phase 3 - Message, Word choice, Structure Phase 4 - Message, Structure, Word choice	Global Context	Personal and cultural expression	Global Context Exploration(s)	Languages and linguistic systems
ATL Skills	I. Communication skills XI. Subject specific skills: Custom ATL skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	In order to create a good poem/ haiku, we need to think about the ways of expressions, the choices of words. This is just like when we express our messages to others				
Content	Content, knowledge and skills: - 季語(季節を表す言葉)を考える 擬音語、擬態語、比喩(直喩、隠喩、擬人法)のどれかを使う 色彩を考える 五感を2つ以上使う 以上のポイントを意識して俳句を鑑賞・創作する - reading comprehension, creating haiku, writing explanation								

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	NEWSPAPER						Duration	3 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 3 - Function, Meaning Phase 4 - Function, Meaning	Global Context	Personal and cultural expression	Global Context Exploration(s)	Creation
ATL Skills	Social - II. Collaboration skills VI. Information literacy skills	Subject-group objectives	Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Children's newspaper articles are good materials for practicing to grasp information and supporting details.				
Content	Content: 新聞の構成				Skills: Researching the articles based on topics using various tools such as the internet and a librarian. Reading the articles. cooperating with peers to make a newspaper. presentation. Knowledge: the type of newspaper articles. Vocabulary -5W1H				

UNIT TITLE	くもの糸 (KUMO NO ITO - THE THREAD OF SPIDER)						Duration	9 Weeks	
Subject(s)	Japanese	Key Concept	Perspective	Related Concept(s)	Phase 3 - Empathy, Point of view Phase 4 - Empathy, Point of view	Global Context	Identities and relationships	Global Context Exploration(s)	Human nature and human dignity, Moral reasoning and ethical judgment, Consciousness and mind
ATL Skills	I. Communication skills III. Organization skills	Subject-group objectives		Statement of Inquiry	Literature shows humans' lives and how to live and multiple perspectives. It makes us reflect about ourselves and identities. Students will have empathy for the character or not and think about the character's action, thoughts from their point of view.				
Content	Content, knowledge and skills: - Reading comprehension, expanding vocabulary, discussion, creating obi of the story, writing skills - Graded discussion - Book report								

Subject group overview: Language Acquisition (Japanese)

Grade 6 Proficient

UNIT TITLE	LANGUAGE AND CULTURE (言語と文化)						Duration	9 Weeks	
Subject(s)	Japanese	Key Concept	Communication, Culture	Related Concept(s)	Phase 5 - Idiom Phase 6 - Idiom	Global Context	Personal and cultural expression	Global Context Exploration(s)	Analysis and argument, Critical literacy, Languages and linguistic systems, Histories of ideas, Fields and disciplines
ATL Skills	III. Organization skills: IV. Affective skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Language reflects a culture.				
Content	Content and Knowledge: Factual inquiry : How can Japanese words, phrases and kanji be classified? Wago (和語) Kango (漢語) Gairaigo (外来語) Keigo (敬語) Kotowaza (ことわざ) Yojijyukugo (四字熟語) Kanyouku (慣用句) Bushu (部首) Hougen (方言) female and male language (女性言葉・男性言葉) Conceptual inquiry : How did the cultural exchange affect the Japanese language? Gairaigo and History of kanji 外来語と漢字の成り立ち)				Skills for research				

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UNIT TITLE	GOTAIFUMANZOKU(五体不満足)						Duration	8 Weeks		
Subject(s)	Japanese	Key Concept	Connections	Related Concept(s)	Phase 5 - Theme Phase 6 - Theme	Global Context	Identities and relationships	Global Context Exploration(s)	Personal efficacy and agency, Happiness and the good life, Attitudes, Motivation, Independence	
ATL Skills	III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Happiness does not come from what we have.					
Content	<p>Content and Knowledge:</p> <ul style="list-style-type: none"> -The knowledge of school life in Japan including the reality of the education for handicapped children - Discuss on equality -Read the story: ' Gotaifumanzoku' by Hirotada Ototake / Aoitori bunko by Kodansha -Understand the story using worksheet with guiding questions -Summarize what the author is conveying -Learn and discuss on equality and fulfilling life 			<p>Skills:</p> <ul style="list-style-type: none"> - Reading comprehension, expanding vocabulary and expressions, discussion, writing, working with visual texts and presentations. 						

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UNIT TITLE	AKUTAGAWA RYUNOSUKE: TOSHISHUN (杜子春) AND OTHER STORIES						Duration	10 Weeks		
Subject(s)	Japanese	Key Concept	Creativity, Culture	Related Concept(s)	Phase 5 - Theme Phase 6 - Theme	Global Context	Orientation in space and time	Global Context Exploration(s)	Peoples, Boundaries, Exchange and interaction	
ATL Skills	I. Communication skills VIII. Critical thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Japanese literature reflects on morals and ethics in Japanese culture.					
Content	Content and Skills: Vocabulary, kanji and background knowledge on different Japanese eras to understand the literature more in depth. Reading comprehension skill, Basic structure on short stories. Creative writing on short stories.									

UNIT TITLE	JINRUIWA HOROBIRUKA (人類は滅びるか) Will mankind perish?						Duration	12 Weeks		
Subject(s)	Japanese	Key Concept	Global Interactions	Related Concept(s)	Phase 4 - Message, Point of view Phase 5 - Argument, Inference	Global Context	Globalization and sustainability	Global Context Exploration(s)	Human impact on the environment	
ATL Skills	I. Communication Skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii.	Statement of Inquiry	The environment affects creatures' life, existence and extermination.					
Content	Content (topics, knowledge, skills): -Discuss the world's environmental issues -Research the history of human being -Read the texts -Discuss the future of the human beings and what we can do for it			Skills: skills to learn the scientific topic in Japanese skills to have global perspective skills to think from global perspective						

Subject group overview: Language Acquisition (Japanese)

Grade 7/8 Emergent (Year 1)

UNIT TITLE	MYSELF & MY FAMILY						Duration	5 Weeks			
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 1 - Conventions, Form, Word choice	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.		
ATL Skills	I. Communication skills III. Organization skills IV. Affective skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Self-introduction is the first topic to talk about when you meet new people. Acquiring the forms and vocabulary as well as the conventions to talk about oneself and family in Japanese is essential to communicate and connect with new people.						
Content	<p>Content and Knowledge: Sound System, Writing System (Hiragana & Katakana)</p> <ul style="list-style-type: none"> - Greetings, Proper bowing, - Introducing basic information of myself (age, grade, nationality and birthday), Likes and dislikes, Skills (good at and bad at), adjectives to describe people, - Family title and number, Occupation, Body parts & physical features, Hobby, Where I live - (For Phase 2 only) Life history Writing newspaper article of my family and myself, Format and style of newspaper <p>Sentence patterns: ~ています (~にすんでいます、ペンキょうしています、はたらいています etc.) しゅみは~ことです, Adjectives to describe people ~くて/で~, ~ですが、~といういみ、Noun というNoun, AdjectiveNoun modification</p>			Skills:	<ul style="list-style-type: none"> - Communication skills: introducing themselves to the unknown audience and evaluating the goals already set and revising them - Reading comprehension skills : a number of different ways of analyzing the descriptions of the text are experienced - Reflection skills 						

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UNIT TITLE	FOODS & SHOPPING						Duration	6 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 1- Message, Purpose, Structure Phase 2 - Message, Purpose, Structure	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	The choices we make when we eat or buy things are influenced by different aspects such as cultural background and individual living conditions.				
Content	Content, knowledge and skills: - Expanding vocabulary such as phrases of shopping and ordering food, Japanese money and price, counters for different objects. Reading comprehension (menu, recipe).								

UNIT TITLE	DAILY LIFE & ROUTINE						Duration	6 Weeks	
Subject(s)	Japanese	Key Concept	Connections	Related Concept(s)	Phase 1 - Context, Function Phase 2 - Context, Function	Global Context	Personal and cultural expression	Global Context Exploration(s)	Not required for emergent level classes.
ATL Skills	I. Communication skills II. Collaboration skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Daily life and routine are characterized by cultural background and individual living environment.				
Content	Content, knowledge and skills: Reading comprehension, expanding vocabulary related to "Daily life & Routine", Communication skills(Interviewing and giving a speech), Writing a simple journal entry. Making a poster. Weather, Present and Past tense of verbs, Adverbs of frequency, Giving an interview.								

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	MY SCHOOL						Duration	6 Weeks	
Subject(s)	Japanese	Key Concept	Communities, Creativity	Related Concept(s)	Phase 1 - Form, Patterns, Structure	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.
ATL Skills	I. Communication skills IV. Affective skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	School life and education reflect on cultural beliefs and values.				
Content	Content (topics, knowledge, skills): School subjects, Places/rooms in school, Location/position Ta-form of verb, ~tari~tari shimasu, ~ta kotoga arimasu, Asking for permission Telling prohibition, Nai-form, Obligation/what you don't need to do, School rules and beliefs, Plain form, ~toki, ~to omoimasu, ~to iimasu, Casual conversation Writing an E-mail to introduce the school								

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UNIT TITLE	OCCUPATION						Duration	6 Weeks	
Subject(s)	Japanese	Key Concept	Connections	Related Concept(s)	Phase 1 - Function, Purpose	Global Context	Personal and cultural expression	Global Context Exploration(s)	Social constructions of reality, Philosophies and ways of life, Belief systems, Ritual and play, Products, Systems and institutions, Entrepreneurship, Practice and competency
ATL Skills	I. Communication skills VI. Information literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	The language connects the contents and characteristics, a cultural background with various occupations and contributes to understanding the systems of society.				
Content	Content, knowledge and skills: - knowledge of the traditional occupation in their own countries, the background(geographic, history etc.) of their own countries. skills of vocabulary and grammar related to the unit, research, analysis, and presentation.								

Subject group overview: Language Acquisition (Japanese)

Grade 7/8 Emergent (Year 2)

UNIT TITLE	MYSELF & MY FAMILY						Duration	5 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 1 - Conventions, Form, Word choice	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.
ATL Skills	I. Communication skills III. Organization skills IV. Affective skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Self-introduction is the first topic to talk about when you meet new people. Acquiring the forms and vocabulary as well as the conventions to talk about oneself and family in Japanese is essential to communicate and connect with new people.				
Content	<p>Content and Knowledge:</p> <p>Sound System, Writing System (Hiragana & Katakana)</p> <ul style="list-style-type: none"> - Greetings, Proper bowing, - Introducing basic information of myself (age, grade, nationality and birthday), Likes and dislikes, Skills (good at and bad at), adjectives to describe people, - Family title and number, Occupation, Body parts & physical features, Hobby, Where I live - (For Phase 2 only) Life history Writing newspaper article of my family and myself, Format and style of newspaper Sentence patterns: ~ています (~にすんでいます, ぺんきょうしています, はたらいています etc.) しゅみは~ことです, Adjectives to describe people ~くて/で~, ~ですが, ~といういみ, Noun というNoun, AdjectiveNoun modification 			<p>Skills:</p> <ul style="list-style-type: none"> - Communication skills: introducing themselves to the unknown audience and evaluating the goals already set and revising them - Reading comprehension skills : a number of different ways of analyzing the descriptions of the text are experienced - Reflection skills 					

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	EVENTS & CELEBRATIONS						Duration	5 Weeks			
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 1 - Empathy Phase 2 - Empathy	Global Context	Personal and cultural expression	Global Context Exploration(s)	Not required for emergent level classes.		
ATL Skills	I. Communication skills VI. Information literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Celebrations reflect culture and heritage, in the family, in the community and nationwide. They are a part of individual and national identity and may differ from country to country. There are also commonalities which demonstrate intercultural connections and common values.						
Content	<p>Content and Knowledge:</p> <p>Seasons, Climate and weather, Making Haiku poems using seasonal words, Seasonal events, Christmas celebration in Japan and other countries, Katakana words for Christmas, Christmas songs in Japanese, The end of year activities, Gift traditions (Oseibo), Giving and receiving, New years greeting card making, Zodiac, New years celebrations and traditions, Comparing new year's celebration and other events in Japan and other countries, Introducing events and celebrations in home country</p>			<p>Skills:</p> <p>Communication skills: share and learn different perspectives through the way how events and celebrations are celebrated in different cultures Information literacy skills: read and listen to various texts and media resources to collect information Oral skills: ask different kinds of questions about various topics and present traditional events and celebrations in their cultures Writing skills: describe your own culture and compare it to the Japanese one</p>							

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	MY TOWN AND COUNTRY					Duration	6 Weeks			
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 1 - Conventions, Audience, Form Phase 2 - Audience, Conventions, Form	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.	
ATL Skills	I. Communication skills III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Effective communication provides the audience with a clear image of the town where oneself lives in, and shows them how to get there.					
Content	<p>Content and Knowledge:</p> <p>Places in town/country, Location, There is/are, Adjectives to describe places, Connecting adjectives, activities (verbs, connecting verbs with Te form and ~たり), Transportation, Asking for directions, Potential form, Comparison, Characteristics of each town/prefecture in Japan and other country, Creating local mascot and introducing town/country</p>			<p>Skills:</p> <p>Reading comprehension skills: read various texts and media resources to learn about towns in Japan Writing skills: describe one's hometown/home country Oral skills: make conversations at different places in town, make a presentation on one's hometown/home country</p>						

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	BODY & HEALTH						Duration	6 Weeks			
Subject(s)	Japanese	Key Concept	Connections	Related Concept(s)	Phase 2 - Purpose	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.		
ATL Skills	I. Communication skills III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Good health reflects good daily life/routine. Students will ask the questions related to "Health" to other people. The purpose of the interview is in order to find out if this hypothesis is true.						
Content	Content and Knowledge: Body parts, Words related to health and illness, Suggestions and obligation ~てもいい／てはいけない、～ない ください、～たほうがいいです、～ないほうがいいです Verb Nai-form, Verb Ta-form Reasoning から、ので Conversation to consult a doctor, Healthy lifestyle			Skills: Reading and Listening skills: Comprehend the health-related texts in Japanese Oral skills: Interviewing others about health-related questions. Writing skills: Making a poster to demonstrate the result of the interview. Presentation skills							

UNIT TITLE	ENVIRONMENT						Duration	5 Weeks			
Subject(s)	Japanese	Key Concept	Global interactions	Related Concept(s)	Phase 1 - Purpose, Message, Word choice Phase 2 - Purpose, Message, Word choice	Global Context	Globalization and sustainability	Global Context Exploration(s)	Not required for emergent level classes.		
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Learning the language related to environment helps you understand the environmental issues and eco-activities in Japan as well as express your opinions on them.						
Content	Content and Knowledge: Topics: Environmental issues, Eco-friendly activities & lifestyle Words and expressions related to environmental issues, temperature, cause & effect, Conversation to consult a doctor, Healthy lifestyle			Skills: Expanding vocabulary related to the environmental issues and eco-friendly activities Reading and listening comprehension skills Writing skills to write a poster/article about Eco-friendly activities & lifestyle Speaking skills to make a speech on Eco-activities							

Subject group overview: Language Acquisition (Japanese)

Grade 7/8 Capable (Year 1)

UNIT TITLE	NEWSPAPER						Duration	8 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 3 - Structure, Point of view, Word choice Phase 4 - Structure, Point of view, Word choice	Global Context	Personal and cultural expression, Fairness and development	Global Context Exploration(s)	Social constructions of reality, Civic responsibility and the public sphere
ATL Skills	I. Communication skills III. Organization skills VI. Information literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Newspapers, which are written from a proper point of view, with carefully planned structure and word choices, are a meaningful tool to communicate with people by sharing the information and ideas.				
Content	<p>The students should know:</p> <ul style="list-style-type: none"> -the composition of the pages and other elements of the newspaper. -the way a newspaper is published. -a basic structure of articles. -grammar and vocabularies for reading and writing articles. 			<p>The students should develop the skills of:</p> <ul style="list-style-type: none"> - accessing appropriate information - reading articles. - identifying the facts and opinions written in the articles. - researching information for writing articles - set the points of view of one's article - use 5W1H. - layout a page. - give relevant feedback to one's peers. - be able to do significant self reflection. 					

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	POETRY						Duration	6 Weeks	
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 3 - Meaning, Word Choice Phase 4 - Meaning, Word Choice	Global Context	Personal and cultural expression	Global Context Exploration(s)	Languages and linguistic systems
ATL Skills	I. Communication skills V. Reflection skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Bii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	The rhythm and pattern of Haiku are found in so many areas in Japan. These reflect something in Japanese tradition, society and culture.				
Content	Content (topics, knowledge, skills): Students should know -there are kinds of poetry in Japanese culture, Haiku, Waka, Poems. -forms and rules, and techniques of poetry.			Skills: Students should develop the skills of -analyzing poetry by understanding its techniques and rhetorics -making a poem inspired by some visual stimuli					

UNIT TITLE	HATSUMEI-INVENTIONS (発明)						Duration	6 Weeks	
Subject(s)	Japanese	Key Concept	Creativity	Related Concept(s)	Phase 3 - Point of view, Purpose Phase 4 - Point of view, Purpose	Global Context	Globalization and sustainability	Global Context Exploration(s)	Consumption, Conservation, Scarcity, Natural resources and public goods
ATL Skills	VI. Information literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ.	Statement of Inquiry	Humans are always inventing something and making our lives more convenient and comfortable. However, everything in life has positives and negatives.				
Content	Content: Students should know -what is necessary for our lives -Read a short story and realize the importance and possibility the invention has. -Identify what is useful and what is not. -If there enough time: Invent a useful tools which make our lives (or someone's life) better -Show it on the poster and present it to peers Skills: reading skill, writing skill, presentation skill and listening skill								

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UNIT TITLE	FOLK TALES (昔話)						Duration	5 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 3 - Message Phase 4 - Patterns, theme	Global Context	Personal and cultural expression	Global Context Exploration(s)	Social constructions of reality, Philosophies and ways of life, Belief systems, Ritual and play
ATL Skills	IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Legends, stories of olden times teach children universal themes that message their traditional culture such as beliefs and values. The students will explore patterns of folk tales.				
Content	Content: -Share folk tales that students know -Find features and morals in folktales -Read s folk tale (by groups) and find morals -Learn elements of folktales, characters, linguistic expressions and settings -Create a short tale which show some moral to the children and skills: - Do students know any folktales? What kind of folktales do they know				Research skills: Finding folktales by reading a book and/or checking the internet. Writing skills: Writing the summary of a folktale for presentation. Creative writing. Presentation skills Taking notes as a member of the audience. Analyzing skills: Finding patterns and special features of folktales. Communication skills: Discussion				

Subject group overview: Language Acquisition (Japanese)

Grade 7/8 Capable (Year 2)

UNIT TITLE	INTRODUCTION 自己紹介をする						Duration	11 Weeks		
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 3 - Context, Function, Idiom Phase 4 - Context, Function, Idiom	Global Context	Orientation in space and time	Global Context Exploration(s)	Peoples, Boundaries, Exchange and interaction	
ATL Skills	I. Communication skills III. Organization skills V. Reflection skills	Subject-group objectives	Bi. Bii. Biii. Ciii. Civ. Di. Dii. Diii.	Statement of Inquiry	Different situations require different language registers. スタイル、目的、相手によって言葉の選択、表現の仕方は変わる。					
Content	Content: At the end of this unit, students will be able to: Express themselves effectively with details in self-introduction and changes the register depending on the situation and people. •Vocabulary: Specific vocabulary relating to this topic and conjunctions •Grammar outcome: permission and ban てはいけません/てもいいです/なくてもいいです/なければなりません/ないでください									

UNIT TITLE	EARTHQUAKE 地震と防災						Duration	7 Weeks		
Subject(s)	Japanese	Key Concept	Global Interactions	Related Concept(s)	Phase 3 - Empathy, Purpose Phase 4 - Empathy, Purpose	Global Context	Globalization and sustainability	Global Context Exploration(s)	Strategies and infrastructure	
ATL Skills	VI. Information literacy skills VIII. Critical thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Di. Dii. Diii. Div.	Statement of Inquiry	Damages of natural disasters can be minimized by our knowledge.					
Content	Content: •The mechanism of earthquake in Japanese and what will happen in case of earthquakes •Knowledge on the emergency phone numbers and local evacuation areas for when an earthquake has occurred •Vocabulary related to natural disasters •Understand natural disaster alert/warning messages									

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	MYSTERY ミステリー						Duration	10 Weeks	
Subject(s)	Japanese	Key Concept	Communication Perspective	Related Concept(s)	Phase 3 - Meaning, Point of view, Purpose Phase 4 - Meaning, Point of view, Purpose	Global Context	Orientation in space and time	Global Context Exploration(s)	Civilizations and social histories, Heritage, Pilgrimage, Migration, Displacement and exchange, Epochs, Eras, Turning points and "big history", Peoples, Boundaries, Exchange and interaction, Evolution, Constraints and adaptation
ATL Skills	I. Communication skills VI. Information literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	We live in a world full of mysteries. Not everything can be understood and that makes the world a more fascinating place.				
Content	Content: • Kanji and vocabulary related to "mystery" • Format of writing a news article/presentation • Knowledge of well-known wonders/mysteries in the world/local areas								

UNIT TITLE	GUIDE DOG 盲導犬クイールの一生						Duration	10 Weeks	
Subject(s)	Japanese	Key Concept	Connections	Related Concept(s)	Phase 3 - Empathy, Point of view, Word choice Phase 4 - Empathy, Point of view, Word choice	Global Context	Identities and relationships	Global Context Exploration(s)	Personal efficacy and agency, Happiness and the good life, Attitudes, Motivation, Independence, Health and well-being
ATL Skills	I. Communication skills II. Collaboration skills VI. Information literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Dogs are not kept only as a pet but also they are important partners in our community to have a quality of life. 私たちの生活の中で犬がペットとして飼われているだけでなく、体の不自由な人たちにとっては大切なパートナーとなり、生活を支えている。				
Content	Content: Students learn about the life of a guide dog named Quill using multiple text types chapter by chapter. <ol style="list-style-type: none"> 1. Birth of Quill Read the text 2. By the puppy walker Watch a video 3. In the training center Watch a video 4. As a guide dog Read the text 5. Relationship with his user Short text and photographs 								

Subject group overview: Language Acquisition (Japanese)

Grade 7/8 Proficient (Year 1)

UNIT TITLE	NEWSPAPER 新聞を読む						Duration	9 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Inference, Purpose	Global Context	Personal and cultural expression	Global Context Exploration(s)	Critical literacy, Languages and linguistic systems
ATL Skills	I. Communication skills II. Collaboration skills III. Organization skills VI. Information literacy skills	Subject-group objectives	Bi. Bii. Biii. Di. Dii. Diii. Div.	Statement of Inquiry	The Newspapers play important roles in our lives to tell us what is happening in the world. It also has the power to affect positively and negatively in our communities. 新聞記事の構成、特徴、そして世の中の動き、そして新聞の役割について知る。また、書き手によって、読み手が受け取る出来事の印象は全く異なるものになることに気づく				
Content	<p>Content and skills:</p> <ul style="list-style-type: none"> - At the end of this unit, students will be able to: - summarize the articles and express their opinions critically and logically. - know the register and format of writing a discursive essay. - realize writing is one of the tools to express ourselves. - know the newspapers have the power to affect positively and negatively in our communities. (The perspectives are different depending on the writers.) <p>Practicing writing skills :</p> <p>Students will be asked to summarize and express their opinions as they contribute the essay to the newspaper. Before they write the essay, they choose the theme and research the article using a search engine or looking for the newspaper. They will practice writing the easy in class with the same topic at first.</p>								

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	POETRY (TANKA)					Duration	6 Weeks		
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 5 - Point of view, Theme Phase 6 - Point of view, Theme	Global Context	Personal and cultural expression	Global Context Exploration(s)	Creation
ATL Skills	I. Communication XI. Subject specific skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Learning and creating Tanka make us have a different points of view and allow us to express personal and cultural theme.				
Content	<p>Content (topics, knowledge, skills): Students should know -there are kinds of poetry in Japanese culture, Haiku, Waka, Poems. -forms and rules, and techniques of poetry.</p> <p>Skills: Students should develop the skills of -analyzing poetry by understanding its techniques and rhetorics -making a poem inspired by some visual stimuli</p>								

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	WAR & PEACE 平和教育						Duration	9 Weeks	
Subject(s)	Japanese	Key Concept	Relationships	Related Concept(s)	Phase 5 - Empathy, Point of view Phase 6 - Empathy, Point of view.	Global Context	Fairness and development	Global Context Exploration(s)	Peace and conflict management
ATL Skills	I. Communication skills VI. Information literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	It had been over seventy years since WW II ended. We shouldn't forget what happened and deepen our understanding of Hiroshima and feel empathy for the people during the war. We learn the points of view of the countries in that time and also open our minds to world peace.				
Content	<p>Content and skills: At the end of this unit, students will be able to: Know there were expectations of each country and that triggered off the World War II. Realize that people who lived during the war are the so-called victims of war. Everyone suffers from war for a long time. Take an entreaty of the victims of war and think about the responsibility for making the world peace. Practicing writing skills (Expository essay):! Students are asked to explain and analyze how the people's life was influenced during and after the war and the feelings of the victims. Before they write the essay, they read the book and watch DVDs. The students need skills to understand the main ideas and analyze people's thought from facial expressions and both verbal and non-verbal. ! The students learn the difference between a book report type and an expository essay. ! The students learn organization of essay, conjunctions, expressions that can be used in an expository essay. !The students practice writing the essay in class at first. Practicing communication skills (Graded discussion):The students are asked to discuss the theme 'Can't we stop the war?' As preparation, each student read the article from the book 'Can we eliminate the war?' The students are required to refer the articles when they give their opinions. The students will learn from each other and realize how difficult but challenging things are to make the world peace. It is also a good chance to think about how peace and freedom are linked together.</p>								

UNIT TITLE	MEIJI LITERATURE 明治文学						Duration	6 Weeks	
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Context, Empathy	Global Context	Identities and relationships	Global Context Exploration(s)	Identity formation, Self-esteem, Status
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Students analyze context and empathise with the characters in the literature and realize literature can be a method to express author's ideas and feelings.				
Content	<p>Content and skills: A young man's life in Meiji era formal letter format Meiji era</p>								

Subject group overview: Language Acquisition (Japanese)

Grade 7/8 Proficient (Year 2)

UNIT TITLE	POETRY (TANKA)						Duration	6 Weeks	
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 5 - Point of view, Theme Phase 6 - Point of view, Theme	Global Context	Personal and cultural expression	Global Context Exploration(s)	Creation
ATL Skills	I. Communication XI. Subject specific skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Learning and creating Tanka make us have a different points of view and allow us to express personal and cultural theme.				
Content	<p>Content (topics, knowledge, skills): Students should know -there are kinds of poetry in Japanese culture, Haiku, Waka, Poems. -forms and rules, and techniques of poetry.</p> <p>Skills: Students should develop the skills of -analyzing poetry by understanding its techniques and rhetorics -making a poem inspired by some visual stimuli</p>								

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	A COLLECTIONS OF ESSAYS ももこのいきもの図鑑						Duration	7 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 5 - Audience, Context Phase 6 - Audience, Context	Global Context	Personal and cultural expression	Global Context Exploration(s)	Belief systems
ATL Skills	I. Communication VIII. Critical thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Essays are created using conventions and structure that work together to convey people's experience, ideas and beliefs more effectively.				
Content	Content (topics, knowledge, skills): さくらももこ『ももこの生きもの図鑑』 Skills: Reading comprehension, enhancing vocabulary, Format of essay to express opinions, Register and conventions used in essay. 起承転結、比喩								

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	A COLLECTIONS OF ESSAYS 佐賀のがばいばあちゃん						Duration	10 Weeks	
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 5 - Context, Point of view, Theme Phase 6 - Context, Point of view, Theme	Global Context	Identities and relationships	Global Context Exploration(s)	Personal efficacy and agency, Happiness and the good life, Identity formation, Self-esteem, Status, Roles and role models, Attitudes, Independence
ATL Skills	I. Communication VI. Information literacy skills VII. Media literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Literature reflects time, place and culture. Students will receive it's themes and learn the difference of point of view while they are reading it.				
Content	Content (topics, knowledge, skills): 『佐賀のがばいばあちゃん』島田洋七 昭和時代 本当のやさしさとは？ Skills: Reading comprehension, enhancing vocabulary, writing, researching, presentation. 手紙の書き方; 頭語、時候の挨拶、安否を尋ねる、別れの挨拶、結語、後付け								

UNIT TITLE	EDUCATION TO ALL CHILDREN						Duration	10 Weeks	
Subject(s)	Japanese	Key Concept	Global interactions	Related Concept(s)	Audience, Conventions, Empathy, Message	Global Context	Fairness and development	Global Context Exploration(s)	Inequality, Difference and inclusion, Rights, Law, Civic responsibility and the public sphere
ATL Skills	I. Communication	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Global interaction helps people to realize that the accessibility of opportunities to education are related to equality. In order to raise people's voice to show empathy and send a message effectively, people use different registers and conventions according to the audience.				
Content	Content (topics, knowledge, skills): Global issues regarding education, poverty and sexism, Marara's action, Education for All, Persuasive speech and essay, Format of essay to express opinions, Register and conventions used in speech and essay.								

Subject group overview: Language Acquisition (Japanese)

Grade 9/10 Emergent (Year 1)

UNIT TITLE	MYSELF & MY FAMILY						Duration	6 Weeks			
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 1 - Form, Patterns Phase 2 - Form, Patterns.	Global Context	Personal and cultural expression	Global Context Exploration(s)	Not required for emergent level classes.		
ATL Skills	I. Communication skills III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Language connects us with others. Introducing family and self in Japanese helps us get into new communities and make new relationships.						
Content	<p>Content and skills:</p> <ul style="list-style-type: none"> - Sound System, Writing System (Hiragana & Katakana) - Greetings, Proper bowing, - Introducing basic information of myself (age, grade, nationality and birthday), Likes and dislikes, Skills (good at and bad at), adjectives to describe people, - Family title and number, Occupation, Body parts & physical features, Hobby, Where I live - (For Phase 2 only) Life history Writing newspaper article of my family and myself, Format and style of newspaper Sentence patterns: ~ています (~にすんでいます、べんきょうしています、はたらいています etc.) しゅみは~ことです, Adjectives to describe people ~くて/で~, ~ですが、~というみ、Noun というNoun, AdjectiveNoun modification 				<ul style="list-style-type: none"> - Communication skills: introducing themselves to the unknown audience and evaluating the goals already set and revising them - Reading comprehension skills: a number of different ways of analyzing the descriptions of the text are experienced - Reflection skills 						

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	FOOD AND SHOPPING						Duration	6 Weeks	
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 1 - Audience, Form, Purpose; Phase 2 - Audience, Form, Purpose.	Global Context	Identities and relationships		Not required for emergent level classes.
ATL Skills	I. Communication skills III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	The choices we make when we eat or buy things are influenced by different aspects such as cultural background and advertisement.				
Content	<p>Content and skills:</p> <ul style="list-style-type: none"> - Topic: Japanese food, recipe, eating habits, the cuisine of one's own country/other countries - Vocabulary: to talk about the above topics - Grammar: adjective sentences, counters, conjunctions, sentence patterns to recommend something, etc. - Writing: Text type of recipe, advertisement, menu, and poster <p>- Vocabulary and phrases to talk and write about food, cooking, eating habits, etc.</p> <p>- Speaking skills to talking about eating habits, how to cook Japanese food, etc.</p> <p>- Writing skills to make menus or create advertisement posters of items</p>								

UNIT TITLE	DAILY LIFE & ROUTINE						Duration	10 Weeks	
Subject(s)	Japanese	Key Concept	Connections	Related Concept(s)	Phase 1 - Form, Function Phase 2 - Form, Function	Global Context	Personal and cultural expression	Global Context Exploration(s)	Not required for emergent level classes.
ATL Skills	I. Communication skills IV. Affective skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Daily life and routine are shaped and characterized by cultural background and living environment.				
Content	<p>Content and skills:</p> <p>Present and past tense of verbs, time words, Adverbs of frequency, Places and location, Transportation, Te-form of verb, basic conjunctions, Cultural differences of daily life and routine.</p>								

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	MY SCHOOL						Duration	6 Weeks		
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 1 - Audience, Context, Form, Word choice Phase 2 - Audience, Context, Form, Word choice.	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.	
ATL Skills	I. Communication skills II. Collaboration skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	School life and rules reflect on cultural beliefs and values. People talk politely or casually according to the audience and context, by choosing appropriate forms and words.					
Content	Content and skills: School subjects, Places/rooms in school, Location/position, Ta-form of verb, ~tari~tari shimasu, ~ta kotoga arimasu, Asking for permission, Telling prohibition, Nai-form, Obligation/what you don't need to do, School rules and beliefs, Plain form, ~toki, ~to omoimasu, ~to iimasu, Casual conversation, Writing Email to introduce school									

UNIT TITLE	LEISURE AND TRAVEL						Duration	6 Weeks		
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 1 - Audience, Conventions, Structure Phase 2 - Audience, Conventions, Structure.	Global Context	Personal and cultural expression	Global Context Exploration(s)	Not required for emergent level classes.	
ATL Skills	I. Communication skills III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	When creating a travel brochure the writer should consider its structure and the intended audience to communicate effectively.					
Content	Content and skills: Plan for summer vacation, Talking experience of travel, geography in Japan, Giving reasons, Giving suggestions, Telling order of the activities, conjunctions for order, Conditional form, Typing Japanese, Internet search of tourist spot, Making travel plan and brochure									

Subject group overview: Language Acquisition (Japanese)

Grade 9/10 Emergent (Year 2)

UNIT TITLE	SEASONS AND EVENTS						Duration	8 Weeks			
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 1 - Context, Meaning, Purpose Phase 2 - Context, Meaning, Purpose	Global Context	Personal and cultural expression	Global Context Exploration(s)	Not required for emergent level classes.		
ATL Skills	I. Communication skills III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Seasonal events of celebrations and traditions reflect shared beliefs and values in our culture.						
Content	<p>Content and Knowledge: Seasons, Climate and weather, Making Haiku poems using seasonal words, Seasonal events, Christmas celebration in Japan and other countries, Katakana words for Christmas, Christmas songs in Japanese, The end of year activities, Gift traditions (Oseibo), Giving and receiving, New years greeting card making, Zodiac, New years celebrations and traditions, Comparing new year's celebration and other events in Japan and other countries, Introducing events and celebrations in home country</p>				<p>Skills: Communication skills: share and learn different perspectives through the way how events and celebrations are celebrated in different cultures Information literacy skills: read and listen to various texts and media resources to collect information Oral skills: ask different kinds of questions about various topics and present traditional events and celebrations in their cultures Writing skills: describe your own culture and compare it to the Japanese one</p>						

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	MY TOWN AND COUNTRY						Duration	10 Weeks		
Subject(s)	Japanese	Key Concept	Communication, Connections	Related Concept(s)	Phase 1 - Context, Form, Function Phase 2 - Context, Form, Function	Global Context	Personal and cultural expression	Global Context Exploration(s)	Not required for emergent level classes.	
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Each town and country has its characteristics and uniqueness which reflect on the culture, heritage and environment.					
Content	Content and Knowledge: Places in town/country, Location, There is/are, Adjectives to describe places, Connecting adjectives, activities (verbs, connecting verbs with Te form and ~たり), Transportation, Asking for directions, Potential form, Comparison, Characteristics of each town/prefecture in Japan and other country, Creating local mascot and introducing town/country			Skills: Reading comprehension skills: read various texts and media resources to learn about towns in Japan Writing skills: describe one's hometown/home country Oral skills: make conversations at different places in town, make a presentation on one's hometown/home country						

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	HEALTH						Duration	6 Weeks		
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 1 - Form, Function, Message Phase 2 - Form, Function, Message	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.	
ATL Skills	I. Communication skills III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	The choices people make in their lifestyle affect their health and well-being.					
Content	Content and Knowledge: Body parts, Words related to health and illness, Suggestions and obligation ~てもいい／てはいけない、～ない ください、～たほうがいいです、～ないほうがいいです Verb Nai-form, Verb Ta-form Reasoning から、ので Conversation to consult a doctor, Healthy lifestyle (reading, writing & Oral), Different custom to prevent illness and be healthy, Interview about lifestyle and health, Healthy meal (Three colored food group and other meal valance guide), Proposal of healthy menu of school cafeteria			Skills: Listening skills: understand the conversation at a hospital Oral skills: make a presentation about customs to prevent illness and stay healthy Writing skills: Write about healthy food in one's home country						

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	ENVIRONMENT						Duration	6 Weeks	
Subject(s)	Japanese	Key Concept	Connections	Related Concept(s)	Phase 1 - Audience, Conventions, Structure Phase 2 - Audience, Conventions, Structure	Global Context	Identities and relationships	Global Context Exploration(s)	Not required for emergent level classes.
ATL Skills	I. Communication skills III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	The choices people make in their lifestyle affect their health and well-being.				
Content	Content and Knowledge: Environmental issues, Eco-friendly activities/lifestyle Words and expressions related to environmental issues, temperature, cause & effect,			Skills: Talking and writing about own Eco-friendly activities, Expressions to sell things at a flea market, Presenting ideas for an Eco-friendly lifestyle					

Subject group overview: Language Acquisition (Japanese)

Grade 9/10 Capable (Year 1)

UNIT TITLE	J301 1課：舌を出したアインシュタイン						Duration	8 Weeks	
Subject(s)	Japanese	Key Concept	Communication, Culture	Related Concept(s)	Phase 3 - Audience, Meaning; Phase 4 - Meaning.	Global Context	Orientation in space and time	Global Context Exploration(s)	Peoples, Boundaries, Exchange and interaction
ATL Skills	I. Communication skills III. Organization skills IV. Affective skills: V. Reflection skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	We are growing up by influencing each other. 人それぞれに人生があり、私たちは影響を受けながら成長していく。				
Content	Content and skills: Reading comprehension, Enhancing vocabulary, Researching, making a brochure, presentation. Practicing about 50-Kanji in reading and writing. reading an article and summarizing/writing an opinion essay. Listening to Japanese music and filling in the blanks(lyrics).								

UNIT TITLE	J301：3課「デスクトップ型？」「ブック型？」DESKTOP TYPE? or 'NOTEBOOK TYPE?'						Duration	10 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 3 - Function, Message, Point of view Phase 4 - Function, Message, Point of view.	Global Context	Personal and cultural expression	Global Context Exploration(s)	Belief systems
ATL Skills	VIII. Critical thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Comparing and contrasting two things and understanding from both sides' points of view will let us express our ideas and opinions more effectively. To express by using various expressions, conjunctions and their functions				
Content	Content and skills: - Reading comprehension - conjunctions - enhancing vocabulary - writing 比較文								

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	J301: 5課 待ってイライラ。あなたはどれだけ待てますか？ FRUSTRATION WHEN YOU ARE WAITING					Duration	6 Weeks		
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 3 - Message, Structure Phase 4 - Message, Structure.	Global Context	Orientation in space and time	Global Context Exploration(s)	Peoples, Boundaries, Exchange and interaction
ATL Skills	I. Communication skills VIII. Critical thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	We realize that everyone has own value and makes own decision by recording and reading date from the visual images. 文字以外のデータから情報を読み取り、異なる人々が持っている価値観について知る。				
Content	Content and skills: - Reading comprehension - Enhancing vocabulary - reading and explaining data such as graphs - writing								

UNIT TITLE	J301: 7課 あの時はどうも THANK YOU ABOUT THE EARLIER	Duration	8 Weeks
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Subject group overview: Language Acquisition (Japanese)

Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 3 - Context, Empathy, Point of view Phase 4 - Context, Empathy, Point of view.	Global Context	Identities and relationships	Global Context Exploration(s)	Physical, psychological and social development, Moral reasoning and ethical judgment, Identity formation, Attitudes
ATL Skills	III. Organization skills V. Reflection skills VIII. Critical thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Both nonverbal and verbal languages display each national identity and may differ from country to country. Learning different languages and comparing them with their own backgrounds helps people to deepen their knowledge about different cultures.				
Content	Content: 文化の比較			Skills: - reading comprehension - Enhancing vocabulary - watching a video - writing					

Grade 9/10 Capable (Year 2)

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	お化けと幽霊 (A GHOST STORY IN JAPAN)						Duration	12 Weeks		
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 3 - Audience, Point of view, Word choice Phase 4 - Audience, Point of view, Word choice	Global Context	Personal and cultural expression	Global Context Exploration(s)	Artistry, Craft, Creation, Beauty	
ATL Skills	I. Communication skills VI. Information literacy skills VII. Media literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Storytelling is one of the ways of exploring our creation and our cultural identity. Effective use of language and careful word choices can improve audience engagement for good communication.					

UNIT TITLE	クジラと日本人						Duration	13 Weeks		
Subject(s)	Japanese	Key Concept	Perspective	Related Concept(s)	Phase 3 - Context, Point of view, Empathy Phase 4 - Context, Point of view, Empathy	Global Context	Personal and cultural expression	Global Context Exploration(s)	Analysis and argument, Histories of ideas	
ATL Skills	VI. Information literacy skills VII. Media literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	We make decisions based on the pros and cons of the subject.					
Content	Content: 日本の捕鯨と文化、世界の捕鯨の歴史、動物保護 Skills: リサーチとスライドに必要な要素、発表の仕方、意見文の書き方									

UNIT TITLE	O. HENRY						Duration	10 Weeks		
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Subject group overview: Language Acquisition (Japanese)

Subject(s)	Japanese	Key Concept	Identity	Related Concept(s)	Structure	Global Context	Personal and cultural expression	Global Context Exploration(s)	Craft
ATL Skills	I. Communication skills VI. Information literacy skills VII. Media literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Each writer has a unique style of his/her stories. O. Henry wrote many short stories and most endings of his stories show his originality. They are called "O. Henry's surprise".				
Content	Content: O. Henry Skills: Reading comprehension skills								

Grade 9/10 Proficient (Year 1)

UNIT TITLE	ロンドンの小学校で INTERCULTURAL UNDERSTANDING AND KEIGO	Duration	11 Weeks
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Subject group overview: Language Acquisition (Japanese)

Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Audience, Point of view	Global Context	Personal and cultural expression	Global Context Exploration(s)	Social constructions of reality, Philosophies and ways of life, Analysis and argument, Languages and linguistic systems
ATL Skills	III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Communication requires changes in register based on the audience and willingness to understand different points of view.				
Content	<p>Content:</p> <ul style="list-style-type: none"> •Japanese speech style and how to organize a formal speech using proper organization, specific phrases and language with keigo expression by reading speech script "London no shogakkoude" (Kimura Harumi) about her intercultural experiences in London. •Keigo and how to use them by watching audio visual text "Keigo omoshiro soudanshitsu" (bunka cho) series. •Register choices based on the audience and topic. •How to generalize the differences and find the reasons and factors based on your own observations and experiences on different cultures. 			<p>Skills:</p> <ul style="list-style-type: none"> - How to do formal speech using the speech script and you tube video as examples to input. We look into some techniques, expressions, phrases, and how to form effective speech based on those examples and then create their own formal speech. 					

UNIT TITLE	岳物語 (GAKUMONOGATARI) ESSAY	Duration	11 Weeks
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Subject group overview: Language Acquisition (Japanese)

Subject(s)	Japanese	Key Concept	Connections	Related Concept(s)	Phase 5 - Context Phase 6 - Context	Global Context	Identities and relationships	Global Context Exploration(s)	Identity formation, Self-esteem, Status, Roles and role models
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	We will find ourselves through experiences in the past which connect with our current values and character.				
Content	<p>Content and knowledge:</p> <ul style="list-style-type: none"> • Essay 『岳物語』椎名誠 • Making connections about your own personalities based on your past experiences and the episodes in childhood. 			<p>Skills:</p> <ul style="list-style-type: none"> - Read and understand the content of an essay 『岳物語』to develop their reading comprehension skills for Phase 5/6 and assess Criterion B at the end of this unit. - Learn about an essay format to identify the text type and be able to write their own essay in Japanese tied with Criterion C and D in writing. - Do the speech to develop their formal speaking skills further tied with Criterion C and D in speaking. - Making a vocabulary notebook to learn and add more new vocabulary and kanji skills in context. At the end of the unit, vocabulary and kanji (only reading) quiz based on the text to make sure their knowledge and skill settled and how far they got as Criterion D. 					

UNIT TITLE	戦争と私 (WAR AND MYSELF)	Duration	10 Weeks
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Subject group overview: Language Acquisition (Japanese)

Subject(s)	Japanese	Key Concept	Time, place and space	Related Concept(s)	Phase 5 - Empathy Phase 6 - Empathy	Global Context	Orientation in space and time	Global Context Exploration(s)	Peoples, Boundaries, Exchange and interaction
ATL Skills	VIII. Critical thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	The past war affects various aspects of our life.				
Content	<p>Content and knowledge:</p> <ul style="list-style-type: none"> •Reading reflective essays based on their personal experiences about the past war for reading comprehension, vocabulary development with kanji skills, text style and format. <p>Book lists:</p> <p>『楡の木の下で オランダで想うこと』 吉屋 敬 (にれのきのしたで) 未来社 箕面市立図書館(中央)</p> <p>『アイム・ソーリー』 吉屋 敬</p> <p>『パールハーバーの授業から』猪口邦子</p> <ul style="list-style-type: none"> •History and geography related essays. •Reflection based on the essays and your own connections with wars in the past. 			<p>Skills:</p> <p>Reading comprehension skill including vocabulary, kanji and text style and structure to be able to understand texts.</p> <p>Communication skill to be able to express their own ideas about inquiry questions with supporting ideas and discuss with the class.</p> <p>Writing about your own reflections based on the essay..</p>					

UNIT TITLE	GLOBAL ISSUES AND MUN	Duration	9 Weeks
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Subject group overview: Language Acquisition (Japanese)

Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 5 - Argument, Audience Phase 6 - Argument, Audience	Global Context	Fairness and development	Global Context Exploration(s)	Power and privilege, Imagining a hopeful future, Human capability and development, Inequality, Rights, Justice, Peace and conflict management, Ecology and disparate impact
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Effective communication in fairness and development requires following protocol when presenting an argument to an audience.				
Content	<p>Content and knowledge: Students need to know about basic vocabulary, key terms, knowledge and the current information about the chosen global topic. We change the topics and materials depending on the students' choice and their proficiency level every year. Themes in the past 5 years : Poverty, Terrorism, Child abuse, Global warming, and Nuclear weapon. Reading texts Newspaper articles about chosen articles from various Japanese newspapers. Information from Embassy websites from different countries. Main textbooks based on the different themes in the past.</p> <ul style="list-style-type: none"> •Poverty『貧困を考えよう』生田 武志 著 岩波ジュニア新書(SOIS図書館) •Poverty『子どもと貧困』朝日新聞取材班 朝日新聞出版(SOIS図書館) •Terrorism『中東から世界が見える』イラク戦争から「アラブの春」へ 酒井 啓子 著 岩波ジュニア新書(SOIS図書館) •Child abuse『子ども虐待』西澤 哲 著 講談社現代新書(SOIS図書館) •Nuclear weapon『核兵器はなくせる』川崎 哲 著 岩波ジュニア新書(SOIS Library) <p>Visual texts TV daily news in Japanese</p> <ul style="list-style-type: none"> •Child abuse『チャイルド・ブア』 https://www.youtube.com/watch?v=5We4JxdUwzQ •Global warming DVD『地球学校 未来を作れ！ 地球を救う日本人』 •Child abuse 人権啓発Video「虐待防止シリーズ」児童虐待 				<p>Skills: Oral communication skills for presentation, debate, discussion, negotiation, and concluding the discussion in formal settings such as MUN. Research skills to investigate the chosen current topic through visual texts, written texts and other resources through the internet, to select necessary information with a list of references in their written report and powerpoint slides. Background information and basic knowledge about the chosen global issue. Knowledge on the United Nations, MUN and the format of the MUN. Written communication skills for a note, memo, powerpoint slides and final written report. Reading comprehension skill for reading books, articles, reports about the chosen global issue. The concepts of register and how to adjust our communication in Japanese depending on the audience and the way of communication.</p>				

Grade 9/10 Proficient (Year 2)

Subject group overview: Language Acquisition (Japanese)

UNIT TITLE	異文化体験(旅に出よう・ありがとうと言わない重さ)HOW ARE INTERCULTURAL EXPERIENCES CONNECTED TO MY LIFE?					Duration	15 Weeks		
Subject(s)	Japanese	Key Concept	Culture	Related Concept(s)	Phase 5 - Bias, Point of view Phase 6 - Bias, Point of view	Global Context	Identities and relationships	Global Context Exploration(s)	Identity formation
ATL Skills	I. Communication VI. Information literacy skills VII. Media literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Experiences of different cultures influences our lives and lead us to understand different perspectives and point of views.				
Content	<p>Content (topics, knowledge, skills):</p> <ul style="list-style-type: none"> •Reportage as text genre about travelling and living around the world to learn about how people live, act and communicate each other in different countries. 『旅に出よう』世界にはいろいろな生き方があふれている 近藤雄生著 •Kanji, Vocabulary, and expression for reading comprehension skill. •Reflection through readings about how your own intercultural experiences connect to your life. 			<p>Skills:</p> <p>Reading comprehension (Analyze and draw conclusions from information, main ideas and supporting details, engage with the written text by analysing ideas, opinions, and attitudes and by making a response to the text based on personal experiences and opinions from a global perspectives)</p> <p>Watching TV series about visiting various parts of Japan to introduce local places and how people live there for listening comprehension skills on spoken visual text. (NHK 『小さな旅』series)</p> <p>Write about your own trip to different countries and cultures to share about what kind of places, how local people live there, what your findings and reflections are based on your observations and experiences.</p>					

UNIT TITLE	HERO/HEROINE INTERVIEW	Duration	6 Weeks
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Subject group overview: Language Acquisition (Japanese)

Subject(s)	Japanese	Key Concept	Connections	Related Concept(s)	Phase 5 - Bias, Point of view Phase 6 - Bias, Point of view	Global Context	Identities and relationships	Global Context Exploration(s)	Identity formation, Self-esteem, Status, Roles and role models
ATL Skills	I. Communication VI. Information literacy skills VII. Media literacy skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	We can learn from a role model by communicating and making connections.				
Content	Content (topics, knowledge, skills): Style and structure of an interview article Dess/Masu style and Da/Dearu style Use of honorific language Word choice Gathering information and editing necessary information								

UNIT TITLE	戦争文学 (WAR LITERATURE)						Duration	14 Weeks			
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 5 - Point of view Phase 6 - Point of view	Global Context	Identities and relationships	Global Context Exploration(s)	Human nature and human dignity, Moral reasoning and ethical judgment, Consciousness and mind		
ATL Skills	I. Communication	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Reading through various war literature from different times in different places gives us deeper understanding about different perspectives on war and how it connects to us.						
Content	Content (topics, knowledge, skills): • War literature from different areas and different war in different times. • Various genre: Letter, poetry, novels, diary, senki (war and military history), essay • Reflection through readings about war and yourself.			Skills: • Reading comprehension skill with vocabulary and expression in literature • Basic knowledge about war and era in Japanese related to the war literature • Oral skill (Presentation, discussion) • Essay writing skill							

UNIT TITLE	GLOBAL ISSUES AND MUN	Duration	9 Weeks
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Subject group overview: Language Acquisition (Japanese)

Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Phase 5 - Argument, Audience Phase 6 - Argument, Audience	Global Context	Fairness and development	Global Context Exploration(s)	Power and privilege, Imagining a hopeful future, Human capability and development, Inequality, Rights, Justice, Peace and conflict management, Ecology and disparate impact
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Civ. Di. Dii. Diii. Div.	Statement of Inquiry	Effective communication in fairness and development requires following protocol when presenting an argument to an audience.				
Content	<p>Content and knowledge: Students need to know about basic vocabulary, key terms, knowledge and the current information about the chosen global topic. We change the topics and materials depending on the students' choice and their proficiency level every year. Themes in the past 5 years : Poverty, Terrorism, Child abuse, Global warming, and Nuclear weapon. Reading texts Newspaper articles about chosen articles from various Japanese newspapers. Information from Embassy websites from different countries. Main textbooks based on the different themes in the past.</p> <ul style="list-style-type: none"> •Poverty 『貧困を考えよう』 生田 武志 著 岩波ジュニア新書 (SOIS図書館) •Poverty 『子どもと貧困』朝日新聞取材班 朝日新聞出版 (SOIS図書館) •Terrorism 『中東から世界が見える』 イラク戦争から「アラブの春」へ 酒井 啓子 著 岩波ジュニア新書 (SOIS図書館) •Child abuse 『子ども虐待』 西澤 哲 著 講談社現代新書 (SOIS図書館) •Nuclear weapon 『核兵器はなくせる』 川崎 哲 著 岩波ジュニア新書 (SOIS Library) <p>Visual texts TV daily news in Japanese</p> <ul style="list-style-type: none"> •Child abuse 『チャイルド・ブア』 https://www.youtube.com/watch?v=5We4JxdUwzQ •Global warming DVD 『地球学校 未来を作れ！ 地球を救う日本人』 •Child abuse 人権啓発Video 「虐待防止シリーズ」 児童虐待 				<p>Skills: Oral communication skills for presentation, debate, discussion, negotiation, and concluding the discussion in formal settings such as MUN. Research skills to investigate the chosen current topic through visual texts, written texts and other resources through the internet, to select necessary information with a list of references in their written report and powerpoint slides. Background information and basic knowledge about the chosen global issue. Knowledge on the United Nations, MUN and the format of the MUN. Written communication skills for a note, memo, powerpoint slides and final written report. Reading comprehension skill for reading books, articles, reports about the chosen global issue. The concepts of register and how to adjust our communication in Japanese depending on the audience and the way of communication.</p>				