

Wilson Area School District Planned Course Guide

Title of Planned Course: Japanese I

Subject Area: World Language

Grade Level: 9-12

Course Description: Japanese I introduces students to the foundational aspects of the Japanese language and culture through the development of listening, speaking, reading, and writing skills. Students will master hiragana, katakana, and basic kanji, build essential grammar and vocabulary, and engage in communicative tasks and cultural exploration. The course emphasizes the practical application of language and cultural understanding in real-world contexts.

Time/Credit for this Course: Full Year/ 1 credit

Curriculum Writing Committee: Pana Barova-Ozcan, Ph.D.

Curriculum Map

August:

- Orientation and introduction

September:

- Hiragana introduction
- Lesson 1 – Greetings
- Introduction to Japanese seasonal greetings and customs
- 月見 (*tsukimi* – moon viewing festival)

October:

- Lesson 2 – Shopping and numbers
- Halloween in Japan; Japanese superstitions, monsters, and goblins

November:

- Lesson 3 – Daily activities; telling time;
- Japanese school system
- Japanese customs related to fall foliage (こうよう *kōyō*)

December:

- Lesson 4 – Describing location; Katakana intro
- Japanese winter traditions
- Christmas in Japan
- New Year's traditions in Japan (おしょうがつ *Oshōgatsu*)

January:

- Lesson 5 – Describing people and things (adjectives)
- New Year's customs: food and games

Mid-term review and examination

February:

- Lesson 6 – Te-form and compound actions
- せつぶん (*Setsubun* – bean-throwing festival)
- Valentine's Day in Japan

March:

- Lesson 7 – Describing people and family
- ひなまつり (*Hinamatsuri* – Doll's Festival)
- Spring school events (graduation)

April:

- Lesson 8 – Short form verbs and informal speech
- Cherry blossom viewing (はなみ *hanami*)
- Japanese school entrance ceremonies

May:

- Lesson 9 – Talking about past experiences
- Review
- こどものひ (*Kodomo no Hi* – Children’s Day)
- Golden Week holidays

Final Exam Review and Preparation

June:

- Japanese movie
- Japanese summer traditions and activities

Wilson Area School District Planned Course Materials

Course Title: Japanese I

Textbook:

Genki I: An Integrated Course in Elementary Japanese (3rd Edition) – The Japan Times.

Supplemental Books:

Genki I Workbook

Remembering the Kana (optional)

Teacher Resources:

Nihongo Daijobu!: Elementary Japanese Through Practical Tasks Book 1

Genki Online <https://genki3.japantimes.co.jp/en/>

Erin's Challenge <https://www.erin.jpf.go.jp/en/>

Japan Foundation Marugoto+ <https://marugotoweb.jp/en/index.php>

NHK for School <https://marugotoweb.jp/en/index.php>

<https://web-japan.org/>

<https://www.tofugu.com/>

<http://japanese-lesson.com/>

Curriculum Scope & Sequence

Planned Course: Japanese I

Unit: Lesson 1 – Greetings & Classroom Japanese

Time Frame: 9 class blocks (90 min each)

State Standards:

- **12.1.1.S2** – Responding appropriately in basic interpersonal communication (listening/speaking)
- **12.1.1.S3** – Reading and writing words and short sentences on familiar topics
- **12.3.1.S2** – Making interdisciplinary connections
- **12.3.1.S3** – Recognizing cultural perspectives and behaviors

ACTFL Novice Low

Essential content/objectives: At end of the unit, students will be able to:

- Greet formally/informally (e.g., おはようございます *ohayou gozaimasu* – Good morning, こんにちは *konnichiwa* – Hello)
- Introduce themselves/others (e.g., はじめまして *hajimemashite* – Nice to meet you, わたしはマリアです *watashi wa Maria desu* – I am Maria)
- Use classroom expressions (e.g., もういちどいってください *mou ichido itte kudasai* – Please say it again)
- Read and write hiragana (あ-ん / a-n)

Core Activities: Students will complete/participate in the following:

- **Daily Greeting Routine:** Students greet each other and the teacher using culturally appropriate greetings and gestures (e.g., bowing).
- **Self-Introduction Skits:** Students create and perform simple dialogues to introduce themselves and others, using sentence frames and role-play.
- **Hiragana Battleship Game:** Pair-based review game to match row/column coordinates and say the hiragana aloud.
- **"Japanese Only" Zone Posters:** Students decorate posters with key classroom expressions and are encouraged to use only Japanese for common tasks.
- **Hiragana Reading Drills:** Use of flashcards and digital tools to reinforce decoding and reading fluency.

Extensions:

- Create a short video introducing yourself in Japanese
- Greeting role-play

Remediation:

- <http://japanese-lesson.com/>
- <https://www.tofugu.com/>
- Reading aloud with peer/teacher

Instructional Methods:

- Explicit instruction
- Peer collaboration
- Small group instruction
- Independent practice

Materials & Resources:

- Hiragana charts
- Audio tracks
- Flashcards
- Teacher notes
- Text
- Google slides
- Workbook practice sheets

Assessments:

- Hiragana recognition quiz
- Oral performance of self-introduction
- Listening quiz
- Reading/writing quiz.

Curriculum Scope & Sequence

Planned Course: Japanese I

Unit: Lesson 2 – Shopping & Numbers

Time Frame: 9 class blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2

ACTFL Novice Low

Essential content/objectives: At end of the unit, students will be able to:

- Ask and tell prices (いくらですか *ikura desu ka?* – How much is it?)
- Use basic counter suffixes and numbers (いち *ichi*, に *ni*, ~えん *~en* – yen)
- Use これ／それ／あれ (*kore/sore/are* – this/that/that over there)
- Ask and identify what things are (これはなんですか *kore wa nan desu ka?* – What is this?)

Core Activities: Students will complete/participate in the following:

- **Shopping Simulation:** Students use realia (menus, price tags, currency) in role-play situations as shoppers and store clerks
- **Price Matching Activity:** Match items from Japanese ads with their correct yen values
- **Number Bingo:** Practice identifying large numbers and counter suffixes
- **What's This? Game:** Use of classroom objects and pictures to reinforce demonstratives
- **Dialogue Writing:** Students write and practice shopping conversations

Extensions: Create a pop-up "store" using Japanese signage and menus. Record a shopping dialogue on video.

Remediation:

- <http://japanese-lesson.com/>
- <https://www.tofugu.com/>
- Reading aloud with peer/teacher

Instructional Methods:

- Explicit instruction
- Peer collaboration
- Small group instruction
- Independent practice

Assessments:

- Listening quiz on prices
- Shopping role-play
- Reading/writing quiz

Curriculum Scope & Sequence

Planned Course: Japanese I

Unit: Lesson 3 – Daily Routines & Time

Time Frame: 9 class blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2

ACTFL Novice Low

Essential content/objectives: At end of the unit, students will be able to:

- Tell time (いちじ *ichiji* – 1:00, さんじはん *sanji han* – 3:30)
- Talk about daily routines (e.g., おきます *okimasu* – to get up, たべます *tabemasu* – to eat)
- Use the present tense of verbs

Core Activities: Students will complete/participate in the following:

- **My Daily Routine Booklet:** Students create a schedule with illustrations and sentences
- **Schedule Matching Game:** Students match partners' described routines to time visuals
- **Peer Interviews:** Ask/answer about wake-up, school, meals, and using time
- **Verb Charades:** Reinforce verb meaning through kinesthetic activity

Extensions: Create a narrated slideshow or video describing your day

Remediation:

- Verb tense conjugation charts
- Teacher-created worksheets

Instructional Methods:

- Explicit instruction
- Peer collaboration
- Small group instruction
- Independent practice

Assessments:

- Vocabulary quiz
- Reading/writing quiz
- Listening comprehension quiz
- Oral presentation of daily routine

Curriculum Scope & Sequence

Planned Course: Japanese I

Unit: Lesson 4 – Location & Existence

Time Frame: 9 class blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2

ACTFL Novice Low

Essential content/objectives: At end of the unit, students will be able to:

- Describe location using basic spatial words (うえ *ue* – above, した *shita* – below)
- Use あります/います (*arimasu/imasu* – to exist, for things/people)
- Talk about the location of objects and people

Core Activities: Students will complete/participate in the following:

- **Classroom Object Hunt:** Students walk around and describe object placements (e.g., ほんは つくえのうえにあります *hon wa tsukue no ue ni arimasu* – The book is on the desk)
- **My Room Drawing:** Students illustrate their rooms and describe five objects using full sentences in writing and orally
- **"Where Is It?" Board Game:** A competitive game using location vocabulary and structures
- **Katakana Introductions:** Learn and practice katakana through recognition of foreign loan words (e.g., アイスクリーム *aisukurīmu* – ice cream)
- **Listening Comprehension:** Students listen to descriptions of object placement and match images

Extensions: Home description project using illustrations and written captions.

Remediation:

- Teacher-created worksheets
- Targeted vocabulary drills,
- Sentence building using provided frames
- <http://japanese-lesson.com/>
- <https://genki3.japantimes.co.jp/en/>

Instructional Methods:

- Explicit instruction
- Peer collaboration
- Small group instruction
- Independent practice

Assessments:

- Vocabulary quiz
- Reading/writing quiz
- Listening comprehension quiz
- Katakana quiz

Curriculum Scope & Sequence

Planned Course: Japanese I

Unit: Lesson 5 – Describing People & Things (Adjectives)

Time Frame: 9 class blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2

ACTFL Novice Low

Essential content/objectives: At end of the unit, students will be able to:

- Use i- and na-adjectives (たかい *takai* – tall/expensive, しずか *shizuka* – quiet)
- Describe people and objects using adjectives
- Talk about likes and dislikes

Core Activities: Students will complete/participate in the following:

- **Adjective Fashion Show:** Students describe the clothing of peers/celebrities using adjectives
- **"Guess Who" Game:** Ask and answer yes/no questions about people using descriptive language
- **Favorite Person Writing:** Short paragraph describing someone using multiple adjectives
- **Adjective Sorting:** Practice distinguishing i- and na-adjectives in small groups
- **Katakana Contest:** Recognize and read katakana words in real-world product images

Extensions: Poster project of a favorite character or person with verbal descriptions and images

Remediation:

- Teacher-created worksheets
- <http://japanese-lesson.com/>
- <https://genki3.japantimes.co.jp/en/>

Instructional Methods:

- Explicit instruction
- Peer collaboration
- Small group instruction
- Independent practice

Assessments:

- Vocabulary quiz
- Reading/writing quiz
- Listening comprehension quiz

Curriculum Scope & Sequence

Planned Course: Japanese I

Unit: Lesson 6 – Te-form & Sequences

Time Frame: 9 class blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2

ACTFL Novice Low

Essential content/objectives: At end of the unit, students will be able to:

- Conjugate verbs to the te-form (たべて *tabete* – eat and..., のんで *nonde* – drink and...)
- Request actions and describe sequences of actions and activities
- Combine multiple verbs in one sentence

Core Activities: Students will complete/participate in the following:

- **Te-form Relay Race:** Teams compete to conjugate verbs into te-form and use them in appropriate sequence sentences
- **"Simon Says" (Te-form version):** The teacher gives commands using te-form verbs, and students respond physically
- **Comic Strip Sequencing:** Students draw a four-panel comic strip describing daily routines using te-form verbs
- **Skits with Multiple Verbs:** In small groups, students write and perform skits showing a sequence of actions
- **Peer Feedback Workshops:** Students revise and improve te-form usage in partner writing tasks

Extensions: Skits using te-form; record or perform in class

Remediation:

- Te-form verb cards
- Teacher-created worksheets
- <http://japanese-lesson.com/>
- <https://genki3.japantimes.co.jp/en/>

Instructional Methods:

- Explicit instruction
- Peer collaboration
- Small group instruction
- Independent practice

Assessments:

- Verb te-form quiz
- Reading/writing quiz
- Vocabulary quiz
- Listening comprehension quiz

Curriculum Scope & Sequence

Planned Course: Japanese I

Unit: Lesson 7 – Family & Descriptions

Time Frame: 9 class blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2

ACTFL Novice Low

Essential content/objectives: At end of the unit, students will be able to:

- Identify and describe members of their immediate family using vocabulary such as ちち (*chichi* – my father), はは (*haha* – my mother), おとうさん (*otousan* – someone else's father), おかあさん (*okaasan* – someone else's mother)
- Use the particle の (*no*) to show possession and relationships (e.g., わたしのちち *watashi no chichi* – my father)
- Use i- and na-adjectives (e.g., しんせつな *shinsetsu na* – kind, たかい *takai* – tall) to describe family members
- Write simple sentences about family members' attributes using basic verbs such as です (*desu* – is) and います (*imasu* – there is/are, for people)

Core Activities: Students will complete/participate in the following:

- **Family Tree Project:** Students draw and label their family trees and write descriptions using の (*no*) (belonging to) and ~です (*desu*) (is).
- **Interview a Classmate's "Family":** Paired activity using pictures of fictional families to ask and answer questions.
- **Celebrity Family Profiles:** Use real or fictional Japanese celebrities/families for reading or speaking practice using family terms..
- **"Who's Who" Presentation:** Students create a slideshow introducing family members with descriptions and images.

Extensions: Create a manga-style comic strip showing a family conversation.

Remediation:

- Possessive review sheet
- Teacher-created worksheets
- <http://japanese-lesson.com/>
- <https://genki3.japantimes.co.jp/en/>

Instructional Methods:

- Explicit instruction
- Peer collaboration
- Small group instruction
- Independent practice

Assessments:

- Vocabulary quiz
- Reading/writing quiz
- Listening comprehension quiz

Curriculum Scope & Sequence

Planned Course: Japanese I

Unit: Lesson 8 – Informal Speech & Short Forms

Time Frame: 9 class blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2

ACTFL Novice Low

Essential content/objectives: At end of the unit, students will be able to:

- Recognize and produce affirmative and negative short-form verbs in present tense (e.g., 食べる *taberu* – to eat, 食べない *tabenai* – do not eat, よむ *yomu* – to read, よまない *yomanai* – do not read)
- Distinguish between formal (ます-form) and informal (short form) speech based on the context and audience
- Use short-form verbs to describe personal actions and make casual statements
- Read and interpret informal writing in manga and text messages

Core Activities: Students will complete/participate in the following:

- **Conversation Circles:** In rotating pairs, students practice informal dialogues using short-form verbs in casual speech
- **Manga Analysis:** Students analyze and rewrite manga speech bubbles from short form to polite ます-form (*masu* form) and vice versa
- **Texting Dialogue Creation:** Students write a text conversation using short-form verbs and casual expressions
- **Role-play Scenarios:** Students act out parallel scenes using formal language (e.g., talking to a teacher) and informal language (e.g., talking to a friend)

Extensions: Create a group skit using informal speech only, set in a casual context like a sleepover or lunch break.

Remediation:

- Formal to informal sentence drills
- Teacher-created worksheets
- <http://japanese-lesson.com/>
- <https://genki3.japantimes.co.jp/en/>

Instructional Methods:

- Explicit instruction
- Peer collaboration
- Small group instruction
- Independent practice

Assessments:

- Short-form conjugation quiz
- Manga dialogue rewrite
- Text message writing assignment
- Listening comprehension quiz.

Curriculum Scope & Sequence

Planned Course: Japanese I

Unit: Lesson 9 – Experiences & Past Tense

Time Frame: 9 class blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2

ACTFL Novice Mid

Essential content/objectives: At end of the unit, students will be able to:

- Conjugate regular and irregular verbs into the past tense (e.g., たべました *tabemashita* – ate, のみました *nomimashita* – drank, しました *shimashita* – did, きました *ikimashita* – went)
- Use ～たことがある (*~ta koto ga aru* – I have done [something]) to express past experiences
- Discuss and write about things they have and haven't done before (e.g., すしをたべたことがあります *sushi o tabeta koto ga arimasu* – I have eaten sushi)
- Ask others about their experiences using appropriate question forms (e.g., ～たことがありますか *~ta koto ga arimasu ka?*)

Core Activities: Students will complete/participate in the following:

- **Experience Survey:** Students move around the room asking classmates about their experiences and recording responses using ～たことがありますか (*koto ga arimasuka?* – have you ever...?)
- **Past Tense Story Cubes:** Students roll cubes with subject, verb, and setting to create and share short past-tense stories
- **Weekend Poster Project:** Students create posters illustrating and describing three to five things they did last weekend using the past tense ました-form (*mashita*)
- **Cultural Gallery Walk:** Students present travel posters or slideshows about places they've (hypothetically) visited in Japan and describe what they did

Extensions: Experience collage: create a scrapbook describing places visited in the past and related experiences.

Remediation:

- Teacher-created worksheets
- <http://japanese-lesson.com/>
- <https://genki3.japantimes.co.jp/en/>

Instructional Methods:

- Explicit instruction
- Peer collaboration
- Small group instruction
- Independent practice

Assessments:

- Past-tense quiz
- Written weekend report
- Oral interview using ～たことがある (*koto ga aru* – I have done this in the past)