

Learning Experiences Related to the ACTFL Standards: Lesson 1

Communication

- Students engage in conversations to greet others, introduce themselves, and give or obtain information about family, nationalities, etc.
- Students understand simple phrases and sentences written in Japanese phonetic symbols.
- Students give simple information about themselves in written Japanese.

Cultures

- Students understand the traditional Japanese cultural practice of bowing, in combination with greetings in various situations.
- Students use various honorific expressions involved in polite/formal conversations. They also understand some gender-specific expressions.

Connections

- (Optional) Students sing Japanese children's song(s), such as one shown in the Interlude, and understand some features particular to singing in Japanese.
[Music]

Comparisons

- Students understand the pitch accent used in Japanese and compare it with the English practice of stressing syllables.
- Students understand grammatical differences in question-making between Japanese and English.
- (Optional) Students may research how people of different nationalities or religions use gestures when greeting others.

Communities

- Students cultivate their ability to use their Japanese conversational skills at home and at school events such as an open house.
- (Optional) Students may introduce a Japanese song to their family members or friends. They may also enjoy teaching them how to greet in Japanese.
- (Optional) Students may take advantage of a visit by a Japanese exchange student to practice their Japanese skills with a native speaker.

Learning Experiences Related to the ACTFL Standards: Lesson 3

Communication

- Students engage in conversations to exchange information, such as school grade, time of the day, telephone number, daily activities, etc., by effectively using various question words.
- Students understand written information regarding a day in a Japanese student's life, and write their own narrative about their typical day.

Cultures

- (Optional) Students may show their understanding of the current Japanese school grade system and research how it developed from the system that existed before the end of World War II.
- (Optional) Students may do research on how the current Japanese counting system from 1 to 12 developed in relation to the Chinese counting system.

Connections

- (Optional) Students may turn the conversations into theatrical skits. [Drama]

Comparisons

- Students understand the difference in sentence construction between Japanese and English in regard to the placement of subject, verb, adverb, and direct object.
- Students understand the roles of the various Japanese particles, such as a time marker, a direction marker, and a topic marker, and compare them with English counterparts for the differences and similarities.

Communities

- (Optional) Students may exchange information with native Japanese teenagers in their school or community about a typical "Day in a Student's Life," using acquired language skills as much as possible.
- (Optional) Students may compile a list of telephone numbers of Japanese business establishments and government-related organizations in their community, state, and the U.S. and present it in class in Japanese, giving the phone numbers in Japanese.

Learning Experiences Related to the ACTFL Standards: Lesson 6

Communication

- Students engage in conversations both to provide and to obtain information about past activities, using various verbs and time expressions related to the past.
- Students read short narratives on topics such as travels or other activities done in the past.
- Students write their own narrative about their past activities and orally present it to the class.

Cultures

- Students distinguish some differences between formal Japanese and colloquial Japanese that are frequently used by native Japanese speakers in various situations, and they understand how the two different styles are applied depending on each situation.
- (Optional) Students may do some research on two Japanese places, e.g., Kyoto and Shinjuku, and discuss some points of interest in each.

Connections

- (Optional) Students may engage in a theatrical presentation of a dialogue in colloquial style. [Drama]

Comparisons

- Students understand the differences and similarities between Japanese and English regarding how the adjective *old* is used.

Communities

- Students cultivate their ability to use their acquired Japanese conversational skill with native Japanese at school and in the community.
- Students try to find many opportunities in the community to listen to native Japanese talking in colloquial style, e.g., exchange students at school or while viewing movies, anime, etc.

Learning Experiences Related to the ACTFL Standards: Lesson 8

Communication

- Students engage in conversations to obtain and provide information on people's likes, dislikes, and skills.
- Students give a presentation on various objects around their home, school, or town, using many kinds of descriptive words.
- Students read and write short narratives that involve descriptions of many kinds of objects in people's daily lives.

Cultures

- Students understand the practice of using specific gestures in an interaction between a store clerk and a customer at a shopping scene in Japan.

Connections

- (Optional) Students may collect information on the prices of various items sold in Japan and compare them with American prices as well as do research on the economic significance of the information and what it can tell us about the lives of the people in the two countries. [International Studies/Social Studies]
- (Optional) Students may research the international monetary exchange rate between the yen and the dollar, and understand how it impacts trade between the two nations. [International Studies/Economics]

Comparisons

- (Optional) Students may gain specific cultural insights by comparing how Japanese and Americans count over 10,000.
- Students understand the grammatical difference between Japanese adjectives and their English counterparts when they are used as complements in the predicate of a sentence.

Communities

- (Optional) Students may visit a Japanese-owned store or restaurant and converse with a Japanese store clerk, using the special phrases involved in shopping.
- Students are always encouraged to make a deliberate effort to improve their communication skills by seeking opportunities to speak Japanese with native speakers at their school and beyond.

Learning Experiences Related to the ACTFL Standards: Lesson 11

Communication

- Students engage in conversations to obtain and provide information on actions in progress in many different situations, using verbs in progressive form.
- Students read and write short narratives that involve people and/or animals engaged in actions in progress.

Cultures

- Students understand the Japanese perspective manifested in distinctive verb usage, specifically the use of different verbs for playing musical instruments (string and wind). They can also apply this cultural insight to other verbal differences.

Connections

- Students act out many verbal expressions to internalize the vocabulary effectively. [Drama]
- (Optional) Students may use artworks by famous artists from a variety of sources as an effective learning tool to improve their proficiency; e.g., they could describe the scene of Munch's *Scream*, summoning all the knowledge they have learned from *Japanese for American High School Students*, Book 1. [Visual Arts]

Comparisons

- Students understand similarities and differences between Japanese and English regarding construction of progressive forms and their usage.

Communities

- Students are encouraged to practice what they have learned about verbs in progressive form by seizing opportunities to converse with native speakers at home, at school, and beyond.
- (Optional) Students may take advantage of any occasion when Japanese cultural groups such as musicians, theater troupes, etc., come to their community to perform. They may also use the experience to write a report in Japanese, using various verbs in progressive forms.