

Learning Experiences Related to the ACTFL Standards: Lesson 1

Communication

- Students engage in conversations to exchange information about how they spent their summer break.
- Students read and write short compositions on activities and events that occurred during their summer break, freely using *hiragana*, *katakana*, and newly introduced *kanji*.
- Students understand conversations carried on in colloquial Japanese style.

Cultures

- (Optional) Students may do some research on the history of Japanese *kanji*, how they started being used by the Japanese, and how *katakana* and *hiragana* were developed in relation to *kanji*.
- (Optional) Students may compare the typical Japanese teenagers' summer break with theirs and discover some special aspects related to Japanese students.

Connections

- (Optional) Students may be introduced to Japan's early history when strong cultural ties to China led to the import of *kanji*. [History]
- (Optional) Students may create a drama based on the *Big Turnip* story. [Drama/Theater]

Comparisons

- Students compare the Japanese *-て* form to the English present participle regarding how they are used to connect two activities in a sentence.
- Students compare Japanese expressions that indicate surprise, sympathy, or compassion with English expressions that show similar emotions.

Communities

- Students are encouraged to find opportunities to use their conversational skills with native Japanese whenever and wherever possible.
- (Optional) Students may attend screenings of Japanese movies and participate in anime groups, etc., thus enriching their experience with colloquial Japanese.
- (Optional) Students may present *Big Turnip* either as a drama or story-telling event for children who are learning Japanese at a local elementary school or kindergarten.

Learning Experiences Related to the ACTFL Standards: Lesson 3

Communication

- Students engage in conversations to obtain and give information regarding their "want to do" lists by using various verbs for the expressions.
- Students express requests, invitations, and suggestions in many simulated situations and properly respond on each occasion.
- Students read and write short narratives that involve a newly learned group of *kanji* as well as the previously learned ones.

Cultures

- Students use their knowledge of Japanese protocol to converse using appropriate formal and colloquial styles in various situations and explain in their own words the Japanese perspective behind the customs.

Connections

- (Optional) Students may organize a "foreign language" day at school with other foreign language students and create a fun program such as singing *If You're Happy and You Know It* in many languages. [Foreign languages/Music]

Comparisons

- (Optional) Students may engage in class discussion about differences and similarities between Japanese and English regarding the level of formalities practiced in the spoken language. Possible topics: Does English show any distinct difference between formal and colloquial styles? Do Japanese use slang? What are the similarities and differences in slang usage?

Communities

- Students are encouraged to use their acquired language skills by engaging in conversations with native Japanese who may be present in the school and community. They are especially encouraged to speak in colloquial style whenever appropriate.
- (Optional) Students may participate in local events related to foreign languages or cultures and demonstrate their various skills in many categories.

Learning Experiences Related to the ACTFL Standards: Lesson 6

Communication

- Students engage in conversations to obtain or provide information on their planned activities in the near or distant future, using various verbs in plain style.
- Students write a creative story, using verbs in plain style and various *kanji* they have learned, to tell about people's many planned activities.

Cultures

- Students use their knowledge of Japanese verbs in plain style when they read haiku and deepen their understanding of haiku poetry, and through that experience expand their awareness of the unique Japanese literary cultural heritage.

Connections

- (Optional) Students may engage in a theatrical presentation of conversations from the lesson, applying emotional expressions and gestures to their lines as a native Japanese would. [Drama]

Comparisons

- Students compare Japanese verbs and their English counterparts and understand how they differ in their functions as transitive and intransitive verbs.

Communities

- Students are always encouraged to seek out opportunities to use their language skills with native Japanese speakers and Japanese-language students in their community.
- Students are encouraged to participate in or attend a Japanese or international cultural event in their community such as a calligraphy presentation, flower arrangement demonstration, international festival, etc., which may be organized by the Japan-America society, consulate of Japan, or another group in their area.
- (Optional) Students may have an opportunity to visit a Japanese business establishment such as a Japanese trade company, Japanese manufacturing company, etc., in their area when such an occasion is arranged by their teachers or community leaders.

Learning Experiences Related to the ACTFL Standards: Lesson 9

Communication

- Students engage in conversations to obtain or provide definitions of items they see or use in their everyday lives, using a complex sentence that includes an adjectival clause.
- Students write a creative narrative about various skills they, their family members, or their friends possess, using a sentence pattern that includes a *can do* expression.

Cultures

- Students understand Japanese modern poetry through reading some selections, using their knowledge of plain style verbs, and learn to appreciate the place that poetry occupies in Japanese literature.

Connections

- (Optional) Students may use their expanded knowledge of *kanji* in their art work by incorporating *kanji* in their painting, pottery, or T-shirt designs. [Visual Arts]
- (Optional) Students may create their own skit that includes various emphatic or explanatory expressions used in various circumstances and present it during class or on other occasions. [Drama]

Comparisons

- Students understand and can clearly explain the difference between Japanese and English regarding the construction of noun-modifying clauses.

Communities

- Students are always encouraged to actively seek out opportunities to use their language skills with native Japanese speakers and other Japanese-language students in their community.
- Students are encouraged to watch Japanese movies, visit various Web sites, etc., so they can listen to Japanese conversations and familiarize themselves with verbal expressions that are spoken in various plain styles.