**Junior Cycle Japanese Short Course unit – Draft**

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| Year:  1 | Unit:  0 | Name:  Introduction/Writing System | Duration:  4 weeks |

1. **Learning Outcomes per strand**

**Communicative Competence**

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| **Topics** | **Lang. skills** | **Can-do descriptors** |
| 2 | L | I can understand short classroom commands accompanied by gestures if necessary (Ex. 静かに！) |
| 2 | L | I can understand short instructions for a classroom activity, with the help of gestures or pictures if necessary (Ex. ペアで) |
| 2 | L | I can understand short requests from my teachers or classmates (Ex. 来てください) |
| 2 | L | I can understand my teacher or classmates when they praise or encourage me or others (Ex. すごい！) |
| 1 | R | I can read typical names |
| 2 | R | I can use a bilingual dictionary |
| 1 | SI | I can greet people and respond to people greeting me |
| 1 | SI | I can ask people for their name and tell them mine |
| 2 | SI | I can ask people to repeat something and I can repeat something for people |
| 2 | SP | I can say ‘please’, ‘thank you’ and ‘you’re welcome’ |
| 2 | SP | I can say ‘I understand’, and ‘I don’t understand’ |
| 2 | SP | I can say ‘sorry’ |
| 9 | SP | I can say my nationality and where I come from |
| 1 | W | I can write my name (handwriting and typing) |
| 1 | W | I can write some very basic sentences about myself (typing) |

**Intercultural Awareness**

***Students will be able to****….*

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| Stereotypes, etc… | Key facts & features | People & daily life  3.1 | People from ……and I |
| 1. Identify similarities and differences in terms of  * Geography (island country, climate, mountains, volcanos, oceans, rivers, natural disasters such as earthquake, typhoon, cyclone, tsunami, etc., seasons) * Basic greeting rituals * Addressing people  1. Identify stereotypes of Japanese and Irish people (Samurai, ninja, geisha, anime, robot, sake/Guiness, Irish pubs, pub culture) and investigate where they come from. | | | |

**Language Awareness**

***Students will be able to****….*

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| Comparing with other lang:  1.1.1, 1.13, 1.1.8, 1,1,10, 1.1.11, 1.1.14, 1.1.15  1.2.1, 1.2.10  1.3.2, 1.3.4, 1.3.6 | How it works (gram):  2.2, 2.3 | Enjoying & creating:  3.2.4 | Lang. learning strategies:  4.1 |
| 1. Recognise Hiragana, Katakana, and Kanji, 2. Compare and contrast the writing system and sounds between Japanese and English 3. Do some calligraphy 4. Identify their preferred language learning strategies | | | |

**Digital Literacy**

***Students will be able to****….*

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| Accessing resources &:  1.1, 1.2, 1.3 | Expressing oneself:  2.3 | Communicating: | Documenting learning:  4.1, 4.4 |
| 1. Source and investigate new information about Japanese language 2. Organise resources to manage learning 3. Use word processing tools to write in Japanese (computer and mobile) 4. Use digital tools for presenting or relaying information, receiving feedback from teachers and documenting and storing evidence of learning 5. Plan and set learning goals by using digital tools such as an e-Portfolio or ELP | | | |

1. **Junior Cycle key skills**

**Students develop the following Junior Cycle key skills through:**

**(examples)**

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| **Communicating**  **・Listening and expressing myself**  **・Using language**  ・Students listen to classroom instructions and respond.  ・Students greet each other. | **Being creative**  **・Imagining**  ・Students express their feelings about their favourite word through calligraphy. |
| **Working with others**  **・Co-operating**  **・Respecting difference**  **・Learning with others**  ・Students help each other to work in a pair or group to achieve shared goals.  ・Teacher and students interact and show respect to each other in class |
| **Managing info & thinking**  **・Thinking creatively and critically**  **・Using ICT and digital media to access, manage and share content**  **・Reflecting on and evaluating my learning**  ・Students think critically about stereotypes.  ・Students search and organise information using digital tools  ・Students record reflection on their learning in an e-Portfolio. |
| **Managing myself**  **・Setting and achieving personal goals**  **・Being able to reflect on my own learning**  ・Students set personal goals and plan their learning  ・Students try to find the learning strategies which best suit them |
| **Staying well**  **・Being positive about learning**  ・Students engage with learning a new language. They appreciate the uniqueness of Japanese language within a variety of languages |

1. **Classroom activities combining the 4 strands (examples)**

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| Students will:  ・Discuss the perceptions of Japan, Japanese culture/people, and Japanese language  ・Discuss key facts and stereotypes about Japanese people and Irish people  ・Watch Power Point presentations on Japan  ・Engage in conversation using greetings/ formulaic expressions  ・Practice language using websites [www.languageinitiative.ie](http://www.languageinitiative.ie),  <http://a1.marugotoweb.jp/>  ・Discuss the writing system and sounds of Japanese and English  ・Sing a song 「アイウエオのうた」from youtube  ・Read some familiar names of places and people written in katakana  ・Play katakana karuta (card game)  ・Practice typing Japanese, using “romaji”(alphabet).  ・Type sentences about oneself  ・Search words using bilingual dictionary  ・Do calligraphy  ・Present their calligraphy work  ・Fill in their journal and self-assessment checklists  ・Explore learning strategies |

**Home study activities (examples)**

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| Students will:  ・Explore stereotypes of the Japanese and the Irish people (think about and search on the images of Japanese people and Irish people presented in the media, such as advertisements or films.)  ・Search and read katakana and words used in Japanese sign boards or movie posters and choose a few favourite katakana words  ・Type Japanese words and sentences  ・Experiment with various learning strategies  ・Practice reading and writing katakana at <http://a1.marugotoweb.jp/basic_training.php?p=kt>  ・Play katakana game at <http://www.genkienglish.net/kokugo/katakana1.htm>,  <http://www.genkienglish.net/kokugo/katakana2.htm>,  <http://www.genkienglish.net/kokugo/katakana3.htm>,  <http://www.genkienglish.net/kokugo/katakana4.htm>  ・Play katakana karuta (card game)  ・Produce a Voki |

1. **Formative Assessment (Examples)**

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| ・Students respond properly to classroom instructions  ・Students take part in mini-conversations (greetings, thanking, apologising)  ・Students explain the Japanese writing system  ・Students read some familiar names of places and people  ・Students type a few basic sentences about themselves  ・Students explain their preferred language learning strategies  ・Students use ICT tools to search and read katakana words and present their group tasks  ・Students collaborate effectively in their group tasks  ・Students manage their learning by filling in the relevant section in their learning journal and self-assessment checklists  ・Students analyse the stereotypes of Japanese people and Irish people.  ・Students discuss similarities and differences between Japan, Ireland and/or their own country |

1. **Key Language**

**Teacher classroom language**

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| 聞いてください／見てください／読んでください／書いてください／言ってください／  立ってください／座ってください／お願いします  静かに！／ペアで／グループで／ペアで話してください。  いいですね／すごい！／がんばって  Please listen./ Please look./ Please read./ Please write./ Please say./ Please stand up./ Please sit./ Please.  Be quiet!/ In pairs./ In group./ Please talk in pairs.  Good./ Great./ You can do it. Keep at it. |

**Student language**

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| Listening, Speaking, Reading |
| おはよう。／おはようございます。／こんにちは。／こんばんは。／さようなら。／じゃ、ね。  お願いします。／ありがとう。／いいえ。／すみません。  もう一度お願いします。／わかりました。／わかりません。  ○○です（名前）。／アイルランド人です。／○○人です。／うちは〇〇です。  日／本／日本／月  Good morning.(informal)/ Good morning.(formal) / Hello./Good evening./ Good bye./ Bye-bye.  Please./ Thank you./ That’s all right./ I’m sorry./Excuse me.  Please say it again./ I understand./ I don’t understand.  I’m ~(name)./ I’m Irish./ I’m ~(nationality)./ My house is in ~(city) .  Sun/ Book, origin/ Japan/ Moon |
| Writing |
| ○○です。／アイルランド人です。／○○人です。／うちは〇〇です。  日／本／日本／月／山／木／火,etc.  I’m ~./ I’m Irish./ I’m ~(nationality)./ My house is in ~(city).  Sun/ Book, origin/ Japan/ Moon/ Mountain/ Tree/ Fire, etc. |

**F – Resources**

**Classroom use**

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| ・MARUGOTO Plus Starter (A1) Topic 1 にほんご　Lesson 1 Hello Can-do ①１Exchnge greetings  「あいさつをします」  <http://a1.marugotoweb.jp/can-do.php?cd=1>  ・にほんごをまなぼう  <http://www.tokorozawa-stm.ed.jp/d_base/nihongo/html/english.html>  ・『まるごと　日本のことばと文化　入門A1かつどう』（国際交流基金）p.24-25  ・アイウエオのうた(katakana version)  <https://www.youtube.com/watch?v=V3TJPUlZ1WI>  ・“Features of Written Japanese” 『Nihongo Kantan』p.6-7  ・MARUGOTO Plus Starter (A1) Introduction to Japan, Writing  <http://a1.marugotoweb.jp/intro_to_jp.php?p=w>  ・ MARUGOTO Plus Starter (A1) Introduction to Japan, Kanji  <http://a1.marugotoweb.jp/intro_to_jp.php?p=k>  ・『Katakana kantan』 p.iv-v  ・Japanese Kanji Basics  <https://www.youtube.com/watch?v=AtwD31VPI1c>  ・MARUGOTO Plus Starter (A1) “Basic training”タイピング  <http://a1.marugotoweb.jp/basic_training.php?p=t>  ・Denshi Jisho (Japanese-English dictionary)  <http://www.jisho.org/>  ・RomajiDesu (Japanese dictionary & translator)  <http://www.romajidesu.com/> |

**Home study**

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| ＜Language＞  ・元気国語！オンライン無料カタカナゲーム  <http://www.genkienglish.net/kokugo/katakana1.htm>  <http://www.genkienglish.net/kokugo/katakana2.htm>  <http://www.genkienglish.net/kokugo/katakana3.htm>  <http://www.genkienglish.net/kokugo/katakana4.htm>  ・兎ちゃんの元気リソースページ　Katakana drag-n-drop  <http://www.csus.edu/indiv/s/sheaa/projects/genki/katakana-timer.html>  ・Kana Kanban  <http://nihongonavigator.com/category/kana-kanban/>  ・Yahoo！映画  <http://movies.yahoo.co.jp/>  ・MARUGOTO Plus Starter (A1) “Basic training” カタカナ  <http://a1.marugotoweb.jp/basic_training.php?p=kt>  ・MARUGOTO Plus Starter (A1) “Basic training” ひらがな  <http://a1.marugotoweb.jp/basic_training.php?p=h>  ・MARUGOTO Plus Starter (A1) Introduction to Japan, Writing  <http://a1.marugotoweb.jp/intro_to_jp.php?p=w>  ・ MARUGOTO Plus Starter (A1) Introduction to Japan, Kanji  <http://a1.marugotoweb.jp/intro_to_jp.php?p=k>  ・Japanese Kanji Basics  <https://www.youtube.com/watch?v=AtwD31VPI1c>  ・Katakana is cool: Designers take inspiration from Japan’s least popular writing system　(Rocket News 24, Nov. 20. 2014)  <http://en.rocketnews24.com/2014/11/20/katakana-is-cool-designers-take-inspiration-from-japans-least-popular-writing-system/>  ・Japanese from Zero! Kana attack!  <http://www.yesjapan.com/YJ6/kana_attack.php>  ・Post-Primary Languages Initiative “Japanese Student” Homepage  <http://languagesinitiative.ie/languages/japanese/japanese-student> |

**Background resource**

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| ＜Language＞  ・Post-Primary Languages Initiative “Japanese Teachers” Homepage  <http://languagesinitiative.ie/languages/japanese> |

1. **Sample lessons breakdown**

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| **1** | ・Discuss perceptions of Japanese language and people  ・Discuss stereotypes of Japanese and Irish people  ・Discuss key facts about Japan  ・Power Point on facts about Japan (size, capital, flag, prime minister, emperor, souvenirs)  ・Introduce the course(learning outcomes, skills development, student journal, self-assessment checklists, ongoing assessment)  ・Classroom instructions (Please listen./ Please look./ Please read./ Please write./ Please say./ Please stand up./ Please sit.)  ・Gesture game (classroom instructions)  ・Greetings (Good morning.(informal)/ Good morning.(formal) / Hello./Good evening./ Good bye./ Bye-bye.)  ・See the video and do task of exchange greetings with the people in the video. (Marugoto Plus)  ・Formulaic expressions (Thank you./ That’s all right./ I’m sorry.)  ・Discuss the sounds of Japanese and English  ・Self-study: explore facts about Japan (the highest mountain, volcanoes, rivers, main islands of Japan; facts about population, climate, natural disasters, tourist attractions and largest cities). |
| **2** | ・Activity to raise awareness towards the variety of Japanese scripts （『まるごと 入門A1』p.24-25  ・Introduce the Japanese writing system  (Overview: ①Type of scripts:Hiragana, Katakana, Kanji, Romaji ②Usage of each scritpts ③Origin of the scripts ④五十音図(hiragana/katakana chart)  ・Can-do checklist for Japanese Writing System  ・Listen to the song “アイウエオのうた(katakana version)”  ・Rules to transcribe English words in katakana (『Katakana kantan』 p.iv-v)  ・Read some names of place and people written in Katakana  アイルランド、ダブリン、名前（Ex. イアン、キーラ、アシュリン、etc.）  ・Discuss facts about Japan (gathered as part of self-study) and comparing them to Ireland/ Europe  ・Self-study: Find some katakana words in used in Japanese sign boards or movie posters, by accessing the WEB sites <http://nihongonavigator.com/category/kana-kanban/> and <http://movies.yahoo.co.jp/>. Read some of katakana words and choose a few favourite katakana words. |
| **3** | ・Classroom instructions 1st lesson revision  ・Greetings 1st lesson revision  ・Listen to the song “アイウエオのうた(katakana version)”  ・Present katakana words found on the WEB among groups, and share them in class  ・Read some typical names in katakana (Ex. エミリー、ショーン、ジョンetc.)  ・Write one’s own name in katakana (Tracing and writing)  ・Talk about oneself (I’m ~(name), I’m ~(nationality), My house is in ~, I’m from ~)  ・How to type words and a sentence on the keyboard using the roman alphabet  ・Write sentences about oneself (typing)  ・Introduce bilingual dictionaries (Book, WEB, Apps)  ・Self-study: ①Try out some learning strategies for learning katakana and find strategies that suite oneself ②Practice reading and writing katakana at <http://a1.marugotoweb.jp/basic_training.php?p=kt> |
| **4** | ・Talk about oneself (I’m ~(name), I’m ~(nationality), My house is in ~, I’m from ~) 2nd lesson revision  ・Share the strategies to learn katakana among groups and in class  ・Katakana karuta game  ・Recognise and read kanji （日、木、月）  ・Search the three kanji word learnt on a WEB dictionary  ・Write kanji　（日、木、月、火、山、人 etc.）  ・Do Calligraphy: Write two favourite kanji and one’s own name by brush  ・Plan the learning goal of Japanese in this course  ・Reflection on language awareness- Journal filling  ・Self-study: ①Practice reading and writing katakana at <http://a1.marugotoweb.jp/basic_training.php?p=kt> |