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

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| Year:  1 | Unit:  3 | Name:  Happy Birthday ! | Duration:  5 weeks |

1. **Learning Outcomes per strand**

**Communicative Competence**

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| **Topics** | **Lang. skills** | **Can-do descriptors** |
| 1 | L | I can understand people giving basic information about themselves including their age |
| 3 | L | I can understand and take down numbers up to 100 |
| 3 | L | I can understand someone giving me their telephone numbers |
| 3 | L | I can understand someone mentioning days, months and dates |
| 3 | L | I can understand people mentioning years |
| 8 | L | I can understand what part of the day someone is talking about |
| 8 | L | I can understand someone telling the time slowly and clearly |
| 8 | L | I can understand someone giving opening and closing time slowly and clearly |
| 2 | R | I can use a bilingual dictionary |
| 3 | R | I can read written numbers up to 10 (reading Kanji as well) |
| 3 | R | I can read written numbers up to 100 (reading Kanji as well) |
| 3 | R | I can read written numbers higher than 100 (reading Kanji as well) |
| 3 | R | I can read dates (reading Kanji as well) |
| 3 | R | I can read a calendar to find information (reading Kanji as well) |
| 3 | R | I can read a simple birthday card |
| 8 | R | I can read simple notices about opening and closing times |
| 8 | R | I can understand simple information about times on notices, posters, leaflets, website |
| 3 | SI | I can ask and answer simple questions about days, months and dates |
| 3 | SI | I can ask and answer simple questions about years |
| 3 | SI | I can ask and answer when someone’s birthday is and tell them about mine is |
| 8 | SI | I can ask for and tell the time |
| 8 | SI | I can ask and tell people about opening and closing times |
| 8 | SI | I can ask and tell people what time something is taking place |
| 3 | SP | I can count up to 100 |
| 3 | SP | I can say what day and date it is |
| 3 | SP | I can say what year it is |
| 3 | SP | I can say when my birthday is |
| 3 | SP | I can say ‘Happy birthday’ |
| 8 | SP | I can tell the time |
| 8 | SP | I can say when or at what time something is taking place, opening or closing |
| 3 | W | I can write numbers up to 10 in Kanji |
| 3 | W | I can write some of the numbers up to 100 in Kanji |
| 3 | W | I ca write the date in Kanji |
| 3 | W | I can write ‘Happy birthday’ |
| 8 | W | I can take very brief and simple notes of time arrangement |

**Intercultural Awareness**

***Students will be able to****….*

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| Stereotypes, etc… | Key facts & features  2.1, 2.2, 2.3 | People & daily life  3.1, 3.3 | People from ……and I |
| 1. Identify similarities and differences in terms of   -Annual events  -Calendar and the zodiac  -School calendar  -Superstitions about numbers  2. Investigate how St. Patrick’s Day is celebrated in Japan  3. Compare and contrast similarities and differences between Japan and Ireland in the way the events such as Christmas, Valentine’s Day and Halloween are celebrated | | | |

**Language Awareness**

***Students will be able to****….*

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| Comparing with other lang:  1.1.5, 1.1.15, 1.1.16, 1.1.17, 1.1.20, 1.1.21  1.2.8  1.4.1, 1.4.4, 1.4.6, 1.4.7 | How it works (gram):  2.1, 2.3, 2.4, 2.5, 2.7 | Enjoying & creating:  3.1.1, 3.1.2  3.2.2, 3.2.3 | Lang. learning strategies:  4.1 |
| 1. Recognise characteristics of Kanji 2. Compare and contrast the word formation of nouns such as numerals and name of months 3. Distinguish numbers in a sentence 4. Write a birthday card 5. Create a calendar using Kanji 6. 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:  2.2, 2.3, 2.4 | Communicating:  3.2 | Documenting learning:  4.1, 4.4 |
| 1. Source and investigate new information about annual events and emoji 2. Organise resources to manage learning 3. Use mobile phone to write SMS in Japanese (romaji), using emoji 4. Write an e-birthday card 5. Use digital tools to document and store evidence of my learning in this course 6. Plan and set learning goals by using digital tools such as an e-Portfolio or ELP | | | |

1. **Junior Cycle key skills**

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| **Communicating**  **・Listening and expressing myself**  **・Performing and presenting**  **・Using language**  **・Using number**  **・Using digital technology to communicate**  ・Students talk each other about their birthdays  ・Students use numbers through time, date, months, year  ・Students write and send SMS  And reply | **Being creative**  **・Imagining**  **・Exploring options and alternatives**  **・Implementing ideas and taking action**  **・Stimulating creativity using digital technology**  ・Students explore and infer the characteristics of Japanese numerals  ・Students try to use emoji in writing SMS to express their feelings  ・Students create an original calendar using Kanji to represent their own image, characters, etc. |
| **Working with others**  **・Developing good relationships and dealing with conflict**  **・Co-operating**  **・Respecting difference**  **・Learning with others**  ・Students do a pair or group work together to improve their language skills and to encourage positive peer relationships  ・Students respect peers’ learning styles  ・Teacher and students interact and show respect to each other in class  ・Students develop better relationships by understanding their peers better through digital communication tools (SMS, e-Card) |
| **Managing info & thinking**  **・Being curious**  **・Gathering, recording, organising and evaluating information and data**  **・Thinking creatively and critically**  **・Reflecting on and evaluating my learning**  ・Students search and organise information using digital tools  ・Students think critically about similarities and differences in  　annual events of Ireland and Japan  ・Students record their reflection on their learning in an e-Portfolio. |
| **Managing myself**  **・Knowing myself**  **・Being able to reflect on my own learning**  **・Using digital technology to manage myself and my learning**  ・Students try to find the learning strategies which best suit them  ・Students reflect on their learning and record it on e-Portfolio |
| **Staying well**  **・Being responsible, safe and ethical in using digital technology**  **・Being positive about learning**  ・Students are responsible and safe when researching on the internet  ・Students appreciate their own and other students’ achievement when presenting their calendar |

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

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| Students will:  ・Engage in conversations to exchange the information about their birthdays  ・Engage in conversation to tell the time or information of events including time and date  ・Play games on letters, words, and numbers such as bingo, battleship, crossword, word search  ・Mix and match (pictures and words) on words of hobbies  ・Read a personal profile of famous people, that containing numbers  ・Take notes of telephone numbers  ・Discuss characteristics of Japanese annual events  ・Write and read SMS in Japanese using “romaji”(alphabet) and emoji  ・Make a birthday card or e-birthday card for friends  ・Create a calendar using Kanji  ・Present a calendar using Kanji  ・Fill in their journal and self-assessment check lists |

**Home study activities (examples)**

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| Students will:  ・Search information on the following aspects of Japan and Ireland:  Annual events and seasonal events/festivals  School calendar  ・Search a variety of emoji to use for their own SMS  ・Type Japanese words and sentences  ・Experiment with various learning strategies |

1. **Formative Assessment (Examples)**

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| ・Students take notes of others’ telephone numbers accurately  ・Students take part in mini-conversations (Telling time, hobby birthday)  ・Students write a birthday card for a friend or a family member  ・Students discuss similarities and differences of annual events in Japan and those in Ireland  ・Students use mobile phone to write SMS using emoji  ・Students cooperate with peers in a group in making calendar  ・Students manage their learning by filling in the relevant section in their learning journal and self-assessment checklists |

1. **Key Language**

**Teacher classroom language**

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| **聞いてください／言ってください／もう一度／お願いします／はい、どうぞ／ありがとう／がんばって／いいですね／すごい／みなさん、いっしょに／はい／いいえ／（ああ、）そうですか／だいじょうぶ（ですか）？／協力してください／助けてあげてください／いいですか？** |

**Student language**

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| Listening, Speaking, Reading |
| 電話番号は〇〇です。／趣味は〜です。／  〜時／～時〜分／（今）○時○分です。／（今）何時ですか。／～からです。／〜までです。／～から〜までです。／〜月／〜日／〜曜日／今年は〜年です。／  誕生日は〇月○日です。／誕生日はいつですか。／何月何日ですか。／お誕生日、おめでとう。／  〜がほしいです。／何がほしいですか。／  数字（20〜100）  趣味の言葉　　読書／ビデオゲーム／ダンス／水泳／スポーツをすること／スポーツを見ること／音楽を聞くこと／絵をかくこと  時間帯を表す言葉　　午前／午後／朝／昼／夕方／夜  My phone number is ~./ My hobby is ~./  ~o’clock/ ~ minutes past ~/ It’s ~minutes past ~./ What time is it now?/ It is from ~./ It is till ~/ It is from ~ till ~./ months/ dates/ days of the week/ What year is this?/  My birthday is ~(month and date)./ When is your birthday?/ What date is it?/ Happy birthday./  I want ~./ What do you want?/  Numbers (20 - 100)  Words for hobby: reading/ video games/ dance/ swimming/ playing sports/ watching sports/ listening music/ drawing, painting/  Words to express time zone: a.m./ p.m./ morning/ noon, daytime/ evening/ night |
| Writing |
| 誕生日はいつですか。／（私の／ぼくの）（誕生日は）○月○日です。／お誕生日、おめでとう。  When is your birthday?/ My birthday is~, it’s ~./ Happy birthday./ |

**F – Resources**

**Classroom use**

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| ・『エリンが挑戦！にほんごできます。Vol.1』p.153  ・MARUGOTO Plus (A1) Vocabulary Topic 6　こうえんでたのしむしゅみ  <http://a1.marugotoweb.jp/vocabulary.php?tp=6-2>  ・self-introduction videos  <https://www.youtube.com/watch?v=MO0RrQk-H8Y>  <https://www.youtube.com/watch?v=MS7lYaTykXk>  ・『Nihongo Kantan』p.51  ・『Marugoto A1 かつどう』p.91, 3.なんじまでですか  ・“WEB版　エリンが挑戦！にほんごできます”第５課　大切な表現　いろいろな使い方  　　時間を言う―塾―［〜時から〜時までです］  <https://www.erin.ne.jp/jp/lesson05/explanation/howtouse.html>  ・NHK Eテレ　日めくりアニメ  <https://www.youtube.com/watch?v=172fSmgTMqA>  ・『Marugoto A1 かつどう』p.78, 79  ・Fliers of 『ふくしまインドア・パーク』イベント予定表  <http://fukushima-indoorpark.jp/%e3%80%90%e3%81%8a%e7%9f%a5%e3%82%89%e3%81%9b%e3%80%911%e6%9c%88%e3%81%ae%e3%82%a4%e3%83%99%e3%83%b3%e3%83%88%e3%82%ab%e3%83%ac%e3%83%b3%e3%83%80%e3%83%bc-2/>  <http://fukushima-indoorpark.jp/system/wp-content/uploads/2014/01/イベカレ南相馬1402.jpg>  ・『東京ディズニーランド』年間イベント情報  <http://www.tokyodisneyresort.jp/calendar/event.html>  ・『USJ（ユニバーサル・スタジオ・ジャパン）』ショー＆アトラクション・スケジュール  <http://www.usj.co.jp/svw/cwc?method=displayScheduleAndRunTime&>  ・YAHOO! JAPN 東京渋谷の映画館  <http://movies.yahoo.co.jp/area/11304/>  ・『Marugoto A1 かつどう』p.69, 3.おめでとう  ・『Nihongo Kantan』p.113, 114　日本の年中行事・祭日 |

**Home study**

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| ＜Language＞  ・数字（Number）を覚えよう！＜日本語・10～100 編＞  <https://www.youtube.com/watch?v=_7Y9aB74-mo>    ・Counting Numbers 1 - 100 - Japanese Lesson 2  ＊Self-study（予習、復習）によい。  <https://www.youtube.com/watch?v=bOUqVC4XkOY>  ・Kanji (1 2 3 4 5 6 7 8 9 10) ＊一〜十  <https://www.youtube.com/watch?v=8r3rYyOO27M>  ・ Kanji - Numbers (10 20 30 40 50 60 70 80 90 100)　＊十〜百  <https://www.youtube.com/watch?v=Hm5mZ0NWCK8>  ・TV CM videos containing telephone numbers at the website  <https://www.youtube.com/watch?v=oBsV9gYhJNE>  <https://www.youtube.com/watch?v=t_t3O863qfQ>  <https://www.youtube.com/watch?v=aFudtXfWW8w>  ・「曜日」Marugoto Plus A1 Vocabulary Topic 5 2. Schedule  <http://a1.marugotoweb.jp/vocabulary.php?tp=5-2>  ・いっしゅうかんのうた (Myu sings "One Week Song")  ＊日、月、火、水、木、金、土、〜曜日  <https://www.youtube.com/watch?v=Y_1VVBEC96I>  ・NHK Eテレ　日めくりアニメ  <https://www.youtube.com/watch?v=172fSmgTMqA>  ・Netcard  <http://www.netcard.ne.jp/list_birthday.php>  ＜Culture＞  ・Let’s travel around Japan! “Annual events of Japan”  <http://www.travel-around-japan.com/j07-annual-event.html>  ・Japanese Festivals and Annual Events  http://www.google.ie/url?sa=t&rct=j&q=&esrc=s&source=web&cd=12&ved=0ahUKEwjkuNrrj6HPAhVnJMAKHVYABds4ChAWCCEwAQ&url=http%3A%2F%2Flanguagesinitiative.ie%2Fimages%2FPPT\_Japanese\_Festivals\_\_Annual\_Events-1.ppt&usg=AFQjCNE0oiNP5k8YLa7qui7IRMC1JJg38Q&sig2=WdAVLEnUioI0r24dsDXWZA |

**Background resource**

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| ＜calendar＞  ・パソコンカレンダーサイト  ＊無料でカレンダーが作れる。  <http://www.pasokoncalendar.com/editor/month1_form.php?year=2017> |

1. **Sample lessons breakdown**

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| **1** | ・Revise numbers 1〜19  ・Introduce numbers 20〜100  ・Count numbers in a pair  ・Play buzz to practice numbers  ・Listening task of numbers　(T→Class)  ・Practice telling the telephone numbers  ・Take notes of other’s telephone number in a pair  ・Read the various numbers using PPT (telephone numbers 0~9, age ~100, sport players’ uniform numbers, speed limit sign 50~100, test paper’s marks, etc)  ・Listening task of profile of famous sumo wrestlers (including the numbers in height, weight, hobbies)  ・Introduce “My hobby is ~”  ・Introduce the words related to hobby. 『エリンが挑戦！にほんごできます。Vol.1』p.153,  <http://a1.marugotoweb.jp/vocabulary.php?tp=6-2>  ・Watch self-introduction video on youtube.  <https://www.youtube.com/watch?v=MO0RrQk-H8Y>  <https://www.youtube.com/watch?v=MS7lYaTykXk>  ・Listening task of self-introduction  ＊Simplify the self-introduction texts in “読みましょう” on p.51 『Nihongo Kantan』and prepare task sheet.  ・Self-study: ①Watch the Japanese TV CM videos containing telephone numbers at the website  <https://www.youtube.com/watch?v=oBsV9gYhJNE>  <https://www.youtube.com/watch?v=t_t3O863qfQ>  <https://www.youtube.com/watch?v=aFudtXfWW8w>  ②Read the numbers in fliers |
| **2** | ・Read the various numbers including telephone numbers (revision)  ・Introduce “~o’clock” “half past ~”, “~minutes past ~”, “It’s ~ o’clock”  ・Formal conversation ① (“What time is it?”, “It’s ~o’clock”) in pairs  ・Introduce “from ~o’clock”, “to ~o’clock”, “from ~ to ~”  ・Talk in pairs about the opening time and the closing time of something such as school, Japanese class, lunch time, etc  ・Talk in pairs about the opening time and closing time shown in various notice boards. 『Marugoto A1 かつどう』p.91, 3.なんじまでですか  ・Watch video skits containing "from ~” and "from~" at the website 　<https://www.erin.ne.jp/jp/lesson05/explanation/howtouse.html>  ・Self-study: Think of some events and places where you want to take your Japanese friends in Ireland. Check the opening time and closing time of those events and shops and write a memo in Japanese to explain it to your friends. Eg. St. Patrick’s Day parade, Exhibition of Book of Kells, Yamamori Sushi, Avoca |
| **3** | ・Introduce how to say “months”, “days of the week” , and “years”  (Eg. It’s October, It’s 15th October, It’s 2017)  ・Introduce kanji for “month”（月）, “days of the week”（日、月、火、水、木、金、土）and numbers 1~10（一、二、三、四、五、六、七、八、九、十）  ・Talk in pairs about the dates using calendar  ・Watch video clips of telling the date at the website:  <https://www.youtube.com/watch?v=172fSmgTMqA>  ・Introduce “My birthday is ~”, “When is your birthday?”  ・Formal conversation ② (“When is your birthday?” “It’s ~”)  ・Read the notice regarding date and time on various posters, fliers and WEB sites, and scan the key information. Use the following resources.  ①『Marugoto A1 かつどう』p.78, 79  ② Fliers of 『ふくしまインドア・パーク』  　③ WEB site of 『東京ディズニーランド』  　④ WEB site of 『USJ（ユニバーサル・スタジオ・ジャパン）』  ・Practice asking and answering the opening and closing time of movies  (“What time is ~ from?” “It’s from ~o’clock”)  ・Formal conversation ③ (“What time is the movie ~ from?” “It’s from ~o’clock”)  Use the real movie schedule which is available at the website:  <http://movies.yahoo.co.jp/area/11304/>  ・Self-study: ①Watch video clips of telling the date at the website:  <https://www.youtube.com/watch?v=172fSmgTMqA>  ②Search Japanese emoji |
| **4** | ・Tell the dates of students’ birthday using a calendar  ・Introduce “I want ~” “What do you want for present?”  ・Formal conversation ④ (“When is your birthday?” “It’s ~” “Really?” “What do you want for present?” “I want ~”)  ・Introduce “Happy birthday!”  ・Write a birthday card for a friend or a family member. 『Marugoto A1 かつどう』p.69, 3.おめでとう  ・Practice writing SMS using emoji  ・Introduce Japanese annual events. 『Nihongo Kantan』p.113, 114  ・Reading task of annual events, using 『Nihongo Kantan』p.113, 114  ① Read the texts of annual events and match the correct pictures.  　② Write the date of the event in kanji at the each event’s picture  ・Self-study: ①Write and send SMS to a friend (Hi, ~. When is your birthday? My birthday is ~. Emoji) and reply  ②Research on Japanese annual events that interest you. Compare and contrast characteristics of annual events in Japan and those in Ireland |
| **5** | ・Practice wishing “Happy birthday!” to the students in the class, using a calendar  The student of the birthday says “My birthday is ~”  ・Write months, dates, and days of the week in kanji  ・Create the original kanji calendar of the month of their birthday  Design, write the month, days of the week, and dates. Mark their own birthday. Add illustration or some decoration of their choice.  Students help each other in a group  ・Present calendars in class  ・Peer assessment (activities rubrics)  ・Reflection on ICA and LA – Journal filling  ・Self-study: Write an e-birthday card to your friend on Netcard. |