






Montgomery County Public Schools

JAPANESE 1-3 CURRICULUM OVERVIEW

<p>Japanese 1A</p> <p><u>New classes, New Friends</u> / 新しい友達</p> <ul style="list-style-type: none"> • Getting Acquainted / 始めまして • My Classes / 教室と科目 <p><u>Daily Life</u> / 日常生活</p> <ul style="list-style-type: none"> • Family / 私の家族 • House / 家と部屋 <p>Japanese 1B</p> <p><u>Everyday Life</u> / 楽しいこと、面白いこと</p> <ul style="list-style-type: none"> • Health / 健康 <i>Kenkou</i> • Pastimes and Weather / 好きなこと/ 季節と天気 • Nature / 自然と動物 <p><u>Around Town</u> / 地域社会</p> <ul style="list-style-type: none"> • Food Preferences / 色々な食べ物 • Community / 町の中 	<p>Japanese 2A</p> <p><u>My Environment</u> / 周りの事</p> <ul style="list-style-type: none"> • The People Around Me / 友達や家族 • At School / 学校の中 <p><u>Routines</u> / 毎日の事</p> <ul style="list-style-type: none"> • At Home / 家事と手伝い • Daily Routines / 毎日の生活 <p>Japanese 2B</p> <p><u>My Life</u> / 自分の生活</p> <ul style="list-style-type: none"> • Well-Being / 体と健康 • Leisure / 娯楽 <i>Goraku</i> <p><u>Discovering the Community</u> / 住んでいる所</p> <ul style="list-style-type: none"> • Dining Experiences / レストランで • Stores and Products / 店 • Getting Around / 行き方を聞く 	<p>Japanese 3A</p> <p><u>My World</u> / 私のこと</p> <ul style="list-style-type: none"> • Past and Present / 昔と今 • My Interests / 好きなこと • Occupations / 職業 <p>Japanese 3B</p> <p><u>Personal Life</u> / 日常生活</p> <ul style="list-style-type: none"> • Wellness / 健康な体 • Environment / 自然環境 <p><u>The World Around Me</u> / 自分の周り</p> <ul style="list-style-type: none"> • Everyday Dining / 毎日の料理 • Shopping / 買い物 • World Travel / 世界旅行
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Japanese 1A



Theme: NEW CLASSES, NEW FRIENDS/ 新しい友達

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Getting Acquainted 始めまして	1.1, 1.2, Engage in and respond to introductory conversations to exchange greetings and information about self and others, including phone numbers. 1.2 Follow simple classroom instructions. 1.2, 1.3 Interpret and present greetings in <i>Romaji</i> , hiragana and kanji.	2.1 Describe the origin of the Japanese language. 2.1 Describe the way telephone numbers are exchanged in Japan. 2.2 Recognize appropriate salutations (formal vs. informal) and gestures.	4.1 Identify and compare the four different writing systems in Japanese. 4.2 Compare common forms of address, gestures, and telephone numbers in Japan and the U.S.	<i>Asa, hiru, ban</i> and <i>yoru</i> . <i>Desu</i> as lexical item <i>Bunkei I</i> Numbers 0-100
3. My Classes 教室と科目	1.1, 1.2, 1.3 Engage in short conversations, interpret, and present information about major subjects, classroom objects, and school supplies. 1.2 Recognize basic classroom expressions. 1.1, 1.2 Exchange and interpret information about the time that classes meet.	2.1 Describe a typical school day in Japan. 2.1, 2.2 Describe Japanese classrooms including student and teacher interactions.	4.1 Compare number system in Japanese and English. 4.2 Compare school systems and course offerings in Japan and the U.S. 4.2 Recognize symbols used to write time. 4.2 Compare dress codes in schools in Japan and the U.S.	Question words and question formation Express likes/dislikes Telling time; <i>ima, nan-ji, nan-pun</i> . <i>Ima, kyou, kinou, ashita</i> . Conjugations of <i>i</i> -type and <i>na</i> -type adjectives
Connections Goal 3 	3.1 Use knowledge of map skills to identify and locate Japan's main islands, major cities, surrounding bodies of water and countries on a world map. 3.1 Use numbers to perform mathematical operations and measurements. 3.1 Use appropriate symbols to write time and date in Japanese. 3.2 Use authentic resources to obtain information about schools in Japan.			
Communities Goal 5 	5.1 Identify a current or community events and holidays relating to Japanese culture *. 5.2 Describe evidence of Japanese language and culture in the community. 5.2 Play culturally authentic games. 5.2 Listen to music, song songs or watch video or television program in Japanese. *Content may or may not be theme-related.			

Japanese 1A




Theme: DAILY LIFE / 日常生活



TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Family 私の家族	1.1, 1.2, and 1.3 Engage in short conversations, interpret, and present basic information about family members, including basic physical descriptions and age.	2.1 Identify forms of address used with Japanese family members. 2.1 Describe family customs and traditions in Japan.	4.2 Compare family customs in Japan and the U.S.	Non action verbs, <i>-imasu, -arimasu, -sundeimasu</i> and their conjugations (<i>Bunkei II</i>). Particles, <i>-wa, -ni, -de</i> .
2. House 家と部屋	1.1, 1.2, and 1.3 Engage in short conversations, interpret, and present information about homes, basic furnishings and their placement.	2.1 Describe styles of housing in Japan. 2.2 Describe customs in Japanese homes.	4.2 Compare housing styles and furnishings in Japan and the U.S.	Prepositions of location; <i>Ue, shita, mae, ushiro, mannaka, naka, soto, aida</i> . Review: Conjugations of <i>i</i> -type and <i>na</i> -type adjectives

Connections Goal 3 	
Communities Goal 5 	5.1 Find evidence of current events, community events, or holidays relating to the target culture. * 5.2 Watch video or television program about family and house in Japanese. 5.2 Listen to music and sing songs in Japanese such as <i>Teru teru bouzu</i> and identify the meaning of <i>Teru teru bouzu</i> 5.2 Sample food from Japan. <i>*As appropriate, content may or may not be theme-related.</i>

Japanese 1B






Theme: EVERYDAY LIFE / 楽しいこと、面白いこと

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
PERFORMANCE INDICATORS				
1. Health 健康	1.1, 1.2, and 1.3 Engage in short conversations, interpret, and present information about basic health issues including parts of the body.	2.1 Explain the etiquette for talking about one's health in Japan. 2.2 Describe uses of homeopathic products in Japan.	4.1 Compare ways of expressing possession in Japanese and English.	Adjectives and its conjugation (<i>Bunkei III</i>) Possession with use of <i>-no</i> as <i>watashi no, meno, kamino</i> <i>Ookii/chiisai, nagai/mijikai</i> <i>-ga itai/itakunai</i> Not too much: <i>amari~nai</i>
2. Pastimes and Weather 好きなこと/ 季節と天気	1.1, 1.2, and 1.3 Engage in short conversations, interpret, and present basic information about pastimes and leisure time activities related to weather and seasons. 1.1, 1.2 and 1.3 Engage in short conversations, interpret, and present information about weather and seasons.	2.1 Identify and describe typical leisure time activities in Japan. 2.1 Identify Japanese holidays and festivals by seasons. 2.2 Identify famous sports or entertainment personalities from Japan.	4.1 Compare adjectives, sentence structure and negation in Japanese and English. 4.1 Compare borrowed words relating to pastime activities in Japanese and English. 4.2 Compare seasonal holidays and festivals of Japan and the U.S.	Potential form of <i>Koto ga dekiru</i> . Subject pronouns, such as <i>watashi, anata, kare, kanojo</i> . <i>-te imasu</i> Introduce seven conjugations of adjectives in Japanese. <i>Suki/Kirai, noga suki desu/noga kirai desu, Dekiru</i> <i>/dekinai, Jyouzuna/hetana</i> . <i>Ima, kyou, kinou, ashita</i> . Formal informal: <i>amari-nasen</i> vs. <i>amari~nai</i>
3. Nature 自然と動物	1.1, 1.2, and 1.3 Engage in short conversations, interpret, and present information about animals and their habitats.	2.2 Discuss the cultural significance of animals in Japan.	4.2 Compare the cultural significance of animals in Japan and the U.S.	Statement using existence to express where animals live. (<i>-ni imasu</i> or <i>-ni sundeimasu</i>) Adjectives and its conjugation (<i>Bunkei III</i>). Possession with use of <i>-no</i> as <i>watashi no, meno, kamino</i> etc. <i>Ookii/chiisai, nagai/mijikai</i>

Connections Goal 3 	3.1 Compare animal sounds and the literary use of onomatopoeia in English and Japanese. 3.1 Compare common weather precautions taken in Japan and the U.S 3.1 Use the metric system to express height and weight. 3.2 Interpret Katakana words, their historical background, and their uses in Japanese.
Communities Goal 5 	5.1 Find common Japanese pastime activities. 5.1 Watch Japanese animation or television programs. 5.1 Locate and interpret an authentic weather map or report of Japan. 5.2 Play culturally authentic games such as scissors-paper-rock (<i>Jankenpon</i>) and, string game (<i>Ayatori</i>).




Japanese 1B



Theme: AROUND TOWN/ 地域社会

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Food Preferences 色々な食べ物	1.1, 1.2, 1.3 Engage in short conversations, interpret, and present information about food preferences.	2.1 Identify and describe eating habits in Japan. 2.2 Identify typical Japanese food items.	4.2 Compare eating habits in Japan and in the U.S.	Past tense <i>mashta</i> Particles for Bunkei IV. Expression “like to do”: <i>noga sukidesu</i> . Interrogative, <i>donna-</i> . Review likes/dislikes
2. Community 町の中	1.1, 1.2, 1.3 Engage in short conversations, interpret, and present information about places in the community, including-modes of transportation.	2.2 Identify places in the community and their map symbols in Japan. 2.2 Describe traditional landmarks in a Japanese community. (e.g. Buddha statues, Buddha child statue, shrines)	4.1 Compare transportation practices in Japan and in the U.S. 4.2 Compare community layouts in Japan and in the U.S.	Action verbs’ conjugation (<i>Bunkei IV</i>). Interrogative words, <i>dou ikimasu ka</i> . Expression “want to do” <i>tai desu</i>
Connections Goal 3 	3.1 Use the metric system and kilometers to express travel distance.			
Communities Goal 5 	5.1 Locate examples of typical Japanese foods, restaurants, shops, and services in your community. 5.2 View a film or play from Japan. 5.2 Visit a museum exhibit highlighting Japanese culture.			

Japanese 2A




Theme: MY ENVIRONMENT/ 周りの事



TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. The People Around Me 友達や家族	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about physical description and personality characteristics of oneself and others, including those who appear in the media.	2.2 Identify historical, literary, media, or artistic personalities from Japan and their contributions.	4.1 Compare the journalistic form of writing in Japan and the U.S.	Contrast; <i>-ookii kedo kiga-yowai, chiisai-kedo tsuyoi, -wa dekiru kedo, -wa dekinai</i> Review conjugation of adjectives and <i>Bunkei III</i> . Pronouns for people: <i>kono hito, sono hito, ano hito, dono hito, docchino hito and donna hito</i> . Adjectives to describe people and characters: <i>ni narimashita</i> . Adverbial form of i-type and na-type adjectives with auxiliary verb of <i>-ku naruto</i> and <i>-ni naruto</i>
2. At School 学校の中	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about course schedules, extracurricular activities and locations on a school campus.	2.1 Identify and describe typical class schedules in a Japanese school. 2.2 Describe basic school facilities in Japan. 2.2 Identify common team sports in Japanese schools.	4.2 Compare school life of students in Japan and the U.S.	Use counting suffixes in <i>Bunkei II</i> . Review the conjugations of <i>I</i> -type and <i>na</i> -type adjectives. Review non-action verb predicate (<i>Bunkei II</i>) location – <i>de arimasu.</i> Past tense and future tense using words such as <i>ototoshi, kyonen, kotoshi, rainen, sarainen</i> Ordinal numbers

Connections Goal 3 	3.1 Explain how the news media reports incidents in Japan and the U.S. 3.2 Use authentic Japanese school schedules to interpret information about the school day in Japan. 3.2 Present and interpret current events from news, magazines, T.V. programs and authentic media sources.
Communities Goal 5 	5.1 Find evidence of current events, community events and holidays relating to Japanese cultures as they occur.* 5.1 Find evidence of Japanese animations in the U.S. 5.2 Listen to music, sing songs and become familiar with music representative of the Japanese cultures. *Content may or may not be theme-related.

Japanese 2A






Theme: ROUTINES / 毎日の事

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. At Home 家事と手伝い	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about homes, placement of furnishings and household chores.	2.1 Explain the use of traditional furniture in Japanese homes.	4.1 Compare expressions for chores in Japanese and English. 4.2 Compare household furniture of Japan and the U.S.	Item pronouns; <i>kore, sore are, dore, docchi</i> Non action verbs (<i>Bunkei II</i>) Review preposition phrases with <i>Bunkei II</i> such as, <i>yoko, tonari, kado, sumi, oku.</i> Review counting suffixes.
2. Daily Routines 毎日の生活	1.1, 1.2 and 1.3 Engage in conversations, interpret, and present information about daily routines at home and at school.	2.1 Describe daily school routines of Japanese students.	4.1 Compare the use of commands and implied commands in Japanese and English.	Adjective inflections like <i>ookiku shimasu, ookiku dekimasu, kireini shimasu, ooki sugimasu, ookisa ga iidesu.</i>

Connections Goal 3 	
Communities Goal 5 	5.1 Find evidence of current events, community events and holidays relating to the Japanese culture as they occur.* 5.1 Create signs in Japanese to enrich the school community. 5.1 Find characteristics commonly seen in a Japanese garden. 5.2 Watch films and videos depicting Japanese house, room arrangements, furniture, and gardens. *Content may or may not be theme-related.




Japanese 2B



Theme: MY LIFE/ 自分の生活

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Well-being 体と健康	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about health, symptoms, injuries, and remedies.	2.1 Describe practices relating to health and physical activity in Japanese schools.	4.1 Compare ways of expressing possession in Japanese and English. 4.2 Compare healthcare systems in Japan and the US.	Possession with use of <i>-no as watashi no, meno, kamino etc. Ookii/chiisai, nagai/mijikai</i> Adjectives and its conjugation (<i>Bunkei III</i>) <i>-ni narimasu.</i> <i>-te kudasai.</i> <i>Kenkou Omimai, Odajini</i>
2. Leisure 娯楽	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about leisure activities, including excursions.	2.2 Identify and describe traditional Japanese pastime activities.	4.1 Compare expressions of joy and disappointment at sporting events in Japan and the U.S 4.2 Compare common pastime activities in Japan and the U.S.	Review <i>i</i> -type and <i>na</i> -type adjective conjugations. Review exclamations and onomatopoeia to express emotions: <i>e, -uun, -yada, yatta, sugoi wa. Ganbatte, E!, Wa!, Hontou, Sugoi! Yatta!</i> <i>-temo iidesuka (May I ...?)</i> <i>Hai, -mo iidesu (Yes, you may..)</i> <i>.Iie, -wa ikemasen (No, you must not..)</i> <i>-tari -tari</i> for sequence of activities
Connections Goal 3 	3.1 Identify health concerns in Japan. 3.1 Describe the efficiency and effectiveness of health-care insurance in Japan.			
Communities Goal 5 	5.1 Listen to music, sing songs and become familiar with music representative of the Japanese culture. 5.2 Watch films and videos on Japanese pastime activities.			

Japanese 2B




Theme: DISCOVERING THE COMMUNITY / 住んでいる所



TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Dining Experiences レストランで	1.1, 1.2, and 1.3, Engage in conversations, interpret, and present information about menus and dining experiences.	2.1, 2.2 Identify foods for traditional meals and for special occasions in Japan.	4.2 Compare restaurant experiences in Japan and the U.S.	Adjective predicate (<i>Bunkei III</i>), <i>oishii, kirei, yasui</i> . Verbs <i>miru, tsukuru, utte-iru</i> . <i>-ga arimasu ka, nani ga irimasu ka</i>
2. Stores and Products 店	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about types of stores, including specialty stores, and their products.	2.1, 2.2 Describe how traditional shops serve the Japanese community.	4.2 Compare currency designs in Japan and the U.S. 4.2 Compare types of stores and products in Japan and the U.S. 4.2 Compare the practice of giving and receiving gifts in Japan and the U.S.	Review <i>i</i> -type and <i>na</i> -type adjective conjugations. Action verbs conjugation (<i>Bunkei IV</i>), particle <i>-wo, -de, -ni</i> . Numbers 0-1, 000,000. <i>-toka</i> and <i>-ya</i>
3. Getting Around 行き方を聞く	1.1, 1.2, and 1.3 Request, interpret, and provide simple directions to specified locations in the community.	2.2 Identify and describe historically significant places in Japan.	4.1 Compare word order in questions in Japanese and English. 4.2 Compare a community layout and transportation systems in Japan and the U.S.	Action verbs conjugation (<i>Bunkei IV</i>), particle <i>-e, -ni</i> <i>-kara</i> and <i>-made</i> .

Connections Goal 3 	3.1 Apply the metric system to measure distances. 3.1 Use map-reading skills to follow and give directions. 3.1 Describe authentic Japanese menus. 3.1 Use exchange rates to calculate expenses and convert prices. 3.1 Use decimal points and commas to express amounts of money.
Communities Goal 5 	5.1 Find evidence of current events, community events and holidays relating to the Japanese culture as they occur*. 5.1 Use community resources to identify businesses that serve the Japanese-speaking community. 5.2 Engage in shopping at Japanese stores. 5.2 Sample Japanese cuisine in a traditional restaurant. *Content may or may not be theme-related.

Japanese 3A






Theme: MY WORLD / 私のこと

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Past and Present 昔と今	1.1, 1.2, 1.3 Engage in conversations, interpret, and present past biographical information and personality traits of oneself and others, including family and friends.	2.1 Describe popular seasonal greetings and customs in Japan. 2.1 Describe the social network between family and friends in Japan. 2.2 Describe past biographical information about historical figures of Japan.	4.1 Compare the use of the passive voice in Japanese and English. 4.2 Compare greeting and receiving guests in Japan and the U.S.	Adjective's adverb form: <i>atsuku narimashita ne,</i> <i>ookiku narimashita ne</i> <i>Chiisakatta toki, ookiku nattara</i> Passive form in verb's conjugation. Review adjective conjugation
2. My Interests 好きなこと	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present basic information about leisure time interests and school. 1.1, 1.2, and 1.3 Exchange opinions, interpret, and present information presented in the media.	2.1 Describe leisure time interests and after school activities of Japanese teenagers. 2.1 Describe the influence of the media in Japan.	4.2 Compare practices regarding popular sports, fitness, and after-school activities in Japan and the U.S. 4.2 Compare broadcasts, newspapers, or magazines in Japan and the U.S.	Potential forms of verbs: <i>kaeru, dekiru, koreru.</i> Inflection of <i>kaeru to omoimasu,</i> <i>kaeru to iidesu ne,</i> <i>kaeru hazuga nai desu.</i> Review journalistic predicate – <i>dearu</i> <i>Nihon dewa, Nihon dake, Nihon shika</i>
3. Occupations 職業	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about occupations, including clothing for the workplace.	2.1 Describe common occupations in Japan. 2.1 Describe and explain clothing choices for special occasions in Japan.	4.2 Compare the workday schedule in Japan and the U.S.	Conjugations of action verbs Action verb predicate (<i>Bunkei IV</i>). Inflection of <i>-shinakereb ikemasen, -tewa ikemasen,</i> Plain form of negation <i>hanasu-na, hanasanai de.</i>

Connections Goal 3 	3.1 Convert heights and weights using the metric system. 3.1 Use the Internet to access information on the topics of the media, films, and broadcasts in Japanese. 3.2 Identify authentic language literary works such as old tales and children's songs in Japanese. 3.2 Use authentic Japanese resources to obtain and analyze major events or entertainment. 3.2 Use authentic Japanese resources to obtain and analyze weather information.
Communities Goal 5 	5.1 Find evidence of current events, community events or holidays relating activities in Japan. 5.1 Link to a Japanese school website. 5.2 View a video, movie, or television program on Japanese folk tales. 5.2 Watch a sports event involving individuals or a team of Japanese players.






Japanese 3B

Theme: PERSONAL LIFE/ 日常生活

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Wellness 健康な体	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about nutrition, emotional health, and exercise.	2.1 Describe alternative medicine practices in Japan. 2.1 Identify cultural perspectives about the mind and body relationship. 2.2 Explain the nutritional value of Japanese foods.	4.2 Compare health practices in Japan and the U.S. 4.2 Compare medical services in Japan and the U.S. 4.2 Compare gestures of emotion in Japan and the U.S.	Action verbs “Let’s” form with inflection of <i>tabeyou yo, tabeyou ne</i> . Future supposition statements: <i>tabeyou to omoimasu; tabeyou to omotte imasu</i> . Review adjective conjugation. Conditional statements: <i>yoku natta node, yoku natta kara, naottara</i> Caring expressions; <i>odaijini, kiotsukete, omimai</i>
2. Environment 自然環境	1.1, 1.2, 1.3 Engage in conversations, interpret, and present information about environmental issues, including natural disasters and animal habitats.	2.1 Describe environmental practices in Japan. 2.1 Explain the importance of seasonal holidays and festivals. 2.2 Identify and describe common natural disasters in Japan. 2.2 Describe animal symbolism in Japan.	4.2 Compare environmental practices in Japan and the U.S. 4.2 Compare how environmental disasters are predicted and reported in Japan and in the U.S.	Simple command forms: <i>-hairu na, -suteru na</i> . Action verbs (<i>Bunkei IV</i>), <i>kitanai tokoro, kireina tokoro</i> . <i>Bunkei II, -ni imasu and -ni arimasu</i> . Prediction inflection in <i>Bunkei IV</i> . <i>-soudesu, -tara,</i>
Connections Goal 3 	3.1 Investigate the impact of Japanese foods on the diet and wellness of other countries. 3.1 Identify local, national and/or international organizations for the protection of the environment or management of natural resources. 3.2 Present information about animals or nature that appear in Japanese songs or on products. 3.2 Use Japanese media sources to acquire authentic information about natural disasters and evacuation practices in Japan.			
Communities Goal 5 	5.1 Use community resources such as brochures and the Yellow Pages to find information in regarding clinics and health professionals for Japanese speakers. 5.1 Find evidence of emergency evacuation practices for environmental disasters in the community. 5.2 Watch Japanese videos on first-aid practices and ambulance services.			

Japanese 3B

Theme: THE WORLD AROUND ME / 自分の周り

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Everyday Dining 毎日の料理	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about foods, recipes, and their origins.	2.1, 2.2 Describe foods prepared for a holiday or a celebration in Japan. 2.2 Describe typical food products and dishes in Japan	4.2 Compare common utensils and dishes used in Japan and the U.S. 4.2 Compare family dining traditions in Japan and the U.S.	Review adjective conjugation. Review Adjective predicate (<i>Bunkei III</i>), -stem form, -adverbial form and -te form. Expressions: <i>docchidemo iidesu</i> , Either way is fine with me and <i>Chotto komarun desukedo</i> . It is not good for me
2. Shopping 買い物	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about shopping experiences and preferences for purchases, including clothing and accessories. 1.1 Request sales assistance.	2.1 Describe shopping customs related to clothing in Japan. 2.1, 2.2 Describe the use of vending machines in Japan.	4.2 Compare sizing systems for clothing in 4.2 Compare shopping customs in Japan and the U.S.	Demonstrative pronouns Comparative/superlative— <i>no houga iidesu</i> , better than <i>-ga ichiban ii desu</i> . the best Prepositions: <i>migi, ue</i> to the right, up
3. World Travel 世界旅行	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about present, past and future travel plans.	2.1, 2.2 Describe travel schedules in Japan. 2.2 Describe the various transportation systems throughout Japan.	4.2 Compare vacation practices in Japan and the U.S. 4.2 Compare the use of the 12-hour and 24-hour clock in Japan and the U.S.	Future tenses Conditional clause Review past tenses Review of emotion, denial, doubt <i>-houga ii desu</i> It's better to... Immediate future <i>iku yotei desu, iku tsumori desu</i> .
Connections Goal 3 	3.1 Investigate and identify high-tech transportation in Japan. 3.1 Describe the influences of climate and geography on Japanese prepared foods. 3.1 Explain how weather and geography affect travel. 3.2 Use authentic information to read about holidays and celebrations in Japan.			
Communities Goal 5 	5.2 Pursue travel opportunities in Japan. 5.2 Watch Japanese films and videos on cooking, traveling, and pastimes.			