

Vertical Articulation for Social Justice-Infused Curriculum Units for Mori no Ike Spring-Summer 2021 Curricular Framework

Theme: アイデンティティー (Identity)
(Japanese and English)

Description:

Students start with learning how to introduce themselves with basic information. They gradually expand their awareness to self-identity in relation to family and society. They will consider what they want to do in the future and how they can become a global citizen, while learning about the concept of “*ikiga*”.

(English)(Similar to Weekly Objectives on CLV course framework template)

Curricular Framework Template (Proposed Language)

	Guiding Questions What essential questions will students be able to answer at the end of the unit? (English) (Japanese)	Language Structures The Japanese language structures used to answer the Guiding Questions (Japanese)	Activities/Tasks The formative daily activities that happen in and out of class. (English and/or Japanese)	Lexicon/ Word Groups Language and vocabulary groups (Japanese)	Outcomes/ Student Action Formative tasks (English)
Beginner (Minimal Japanese experience, limited writing)	Topic 1: Welcome!	Greetings	Learn greetings at different time of the day Practice greeting at different time of the day	あいさつ(おはようございます、こんにちは、こんばんは、おやすみなさい) Classroom	Greet appropriately

skills)		Classroom Instructions/Expressions	Learn classroom expressions Game: Simon says (日本語版、みなさん～): Classroom instructions	Expressions (読んでください、見てください、聞いてください、質問があります、すみません)	Understand classroom instructions
	Topic 2: Self-Introduction Who am I? How do I identify? What do I want other people to know about me?	はじめまして。よろしくお願ひします。 AはBです。 [Name/age/grade]です。 ～才です。 ～年生です。	Practice giving self-introduction with おじぎ Createめいし and exchangeめいし	自己紹介: はじめまして。よろしくお願ひします。 Numbers	Skit presentation: Meeting someone for the first time Self intro with <i>ojigi</i> and exchange <i>meishi</i>
	Topic 3: Family & Friends How do I identify myself as a family member?	家族は～人です。 ～と、～と、～です。	Learn 2 sets of family terms with pictures Describe photos of Japanese families and families from the world 世界の家族の写真 https://a2.marugotoweb.jp/en/life_and_culture/topic/1/post2/index.html Introduce one's family/someone's family Introduce a friend	People counter ~ 人 家族(自分と他の人の) 家族(自分の家族、他の家族)	Oral Presentation: My family or someone's family (How many people, who, name, age, grade)

	<p>Topic 4: Hobbies</p> <p>What makes me special?</p>	<p>しゅみは～です。 ～が好き・きらいです。 どんな～が好きですか</p>	<p>Learn vocabulary on hobbies</p> <p>Interview: hobbies, what kind of ~ they like</p>	<p>likes/dislikes ～が大好き・好き・きらいです</p> <p>趣味(スポーツ、音楽、ビデオゲーム、映画、絵、など)</p>	<p>Oral presentation: Show & tell: My hobbies</p>
	<p>Summative Assessment</p>	<p>Self-introduction Google Slides and oral presentation for Japanese students Presenters answer the questions from audience after the presentation</p>			
<p>Intermediate (1-3 years of Japanese experience, ability to read and write hiragana and katakana)</p>	<p>Topic 1: Hobbies & Skills</p> <p>What is important for me? Why?</p> <p>What do I enjoy the most? Why?</p> <p>What skills do I have?</p>	<p>趣味はNounです。 趣味はVerb (dic. form) することです。</p> <p>Nounが好きです。 Verb (dic. form)の が好きです。</p> <p>Nounができます。 Verb (dic. form)こ とができます。</p> <p>Nが上手・下手・得意・苦手です。 Verb (dic. form)の が上手・下手・得意・苦手です。</p> <p>～が、～ ～。でも、～。</p>	<p>Review Katakana words (sports & hobbies)</p> <p>Learn vocab on hobbies</p> <p>Discuss likes/dislikes in small groups and report to class</p> <p>Discuss hobbies in small groups and report to class</p> <p>Read poems written by learners of Japanese about what they like</p> <p>Find a person who can do ~ by asking classmates</p> <p>Practice using <i>aizuchi</i></p> <p>Praise someone's skills and respond humbly</p>	<p>上手 / 下手 / 得意 / 苦手</p> <p>趣味(スポーツ、音楽、ビデオゲーム、映画、絵をかく、アニメを見る、旅行する、ピアノをひく、歌を歌う、など)</p> <p>あいづち(そうですか、そうですね、へ～、なるほど、etc.)</p>	<p>2-minute speech "My hobbies"</p>

	<p>Topic 2: Family & Friends Virtual Characters</p> <p>Where is my family from?</p> <p>What is my cultural identity?</p> <p>Who is important for me? Why?</p> <p>Who is my best friend? Why?</p> <p>Can I become friends with virtual characters?</p>	<p>で生まれました ～に住んでいます</p> <p>家族は～人です。 ～系～人です。 ～語を話します</p> <p>～。そして、～。 ～。でも、～。</p> <p>i-adj.くて、～ na-adj.で、～</p> <p>Reason から、～ 思います</p>	<p>Review family terms and describe photos of Japanese families and families from the world</p> <p>世界の家族の写真 https://a2.marugotoweb.jp/en/life_and_culture/topic/1/post2/index.html</p> <p>Learn vocabulary related to personality and friendship</p> <p>Discuss family (how many people, languages, physical characteristics, etc.)</p> <p>Read poems “friends” and discuss one’s best friend in groups</p> <p>Watch a video on virtual characters, and discuss if they can be friends with a virtual character</p>	<p>自分の家族(母、父、姉、兄、妹、弟、etc.) 他の人の家族(お母さん、お父さん、etc.)</p> <p>Counter (people) #人 国(アメリカ、日本、etc.) 言語(国+語)</p> <p>Body parts (体、頭、目、耳、etc.) Adjectives (大きい、小さい、長い、短い etc.)</p> <p>Physical characteristics (せが高い/低い、かみが長い/短い etc.)</p> <p>Personality (やさしい、きびしい、明るい、静か、etc.)</p>	<p>Write about one’s best friend to share in class</p> <p>Write a poem about something they like/ someone they know well</p>
	<p>Topic 3: Fashion and Identity</p> <p>Is fashion a way to express my identity?</p>	<p>～を着ています・はいています・かぶっています・かけています・しています</p> <p>～て、～て、</p> <p>～と思います</p>	<p>Learn vocabulary about fashion Describe what they wear in pairs/groups</p> <p>Describe street fashion in Japan</p> <p>Watch video “Harajuku Fashion “Yume-kawaii”, and</p>	<p>ファッションのカタカナ言葉</p> <p>“to wear” 着ます、はきます、かぶります、かけます、します</p> <p>色・デザイン</p>	<p>Find a photo of street fashion in Tokyo and describe (shared Google Slides)</p>

			<p>discuss how they like Harajuku fashion and why cute fashion is popular in Japan</p> <p>Watch a video about cosplay and discuss cosplay and self-identity</p>		
	<p>Summative Assessment</p>	<p>Self-introduction Google slides and oral presentation for Japanese students (More detailed information than beginning class) Audience ask questions, pretending to be a Japanese student, and presenters answer the questions</p>			
<p>Advanced (3+ years of Japanese experience, solid writing skills)</p>	<p>Topic 1: Work and Career</p> <p>What do I want to become in the future? Why?</p>	<p>～になりたいです。なぜなら～。</p> <p>～ようと思います</p>	<p>Watch videos, read articles, and discuss what students wanted to become when they were young and what they want to become now</p> <p>大人になったら何になりたい？ https://www.hokende.com/news/blog/entry/2020/05/08/130000</p> <p>中高生に聞いた将来の夢(動画) https://www.youtube.com/watch?v=dW-rcW2twc</p> <p>Discuss important things when looking for a job</p> <p>Read data “Women in workplace” and discuss</p>	<p>職業</p> <p>責任、役割、夢、実現、キャリア、就職、就活、面接、履歴書、学歴、経歴、給料、時給、機会、実力、能力、挑戦、成功、失敗、役に立つ、理解</p>	<p>Oral presentation: My childhood dream job and current dream job</p>

			gender equality and women's empowerment.		
	<p>Topic 2: Global Citizenship</p> <p>What is my national/ethnic/social identity?</p> <p>How can I understand/respect other people who have different backgrounds/values/cultures?</p> <p>What is a global citizen?</p>	<p>~ようにする ~のような・~のように</p>	<p>Watch videos and discuss national/ethnic/social identity and what kind of person they want to become</p> <p>”こんな大人になりたい(動画) https://www.youtube.com/watch?v=N09K0a2UpqQ</p> <p>Discuss what is global citizenship and what we need to become a global citizen</p>	<p>地球市民 ボランティア 行動 積極的 前向き 問題 対策</p>	<p>Oral presentation” こんな大人になりたい”with written key words like in the video</p>
	<p>Topic 3: Ikigai</p> <p>What do I want to do in life?</p> <p>What is my <i>ikigai</i>?</p>	<p>~てみる ~ようにする・なる ~ば ~たら</p>	<p>Learn what <i>Ikigai</i> is by understanding each elements in <i>Ikigai</i> chart</p> <p>Discuss what students can put in <i>Ikigai</i> chart</p>	<p>生きがい 情熱 使命 転職</p>	<p>Create one's <i>ikigai</i> chart</p>
	<p>Summative Assessment</p>	<p>Oral presentation with Google slides “My future”: My ikigai and how I can become a global citizen</p> <p>Presenters answer the questions from audience after the presentation</p>			

**Vertical Articulation for Social Justice-Infused Curriculum Units for Mori no Ike
Spring-Summer 2021
Curricular Framework Template**

Theme: 人生の階段・The Stages of Life
(Japanese and English)

Description:

Students investigate, analyze, and reflect on how are the stages of life marked and how one year is celebrated in Japanese culture and the students' cultures.

(English)(Similar to Weekly Objectives on CLV course framework template)

Curricular Framework Template (Proposed Language)

	Guiding Questions What essential questions will students be able to answer at the end of the unit? (English) (Japanese)	Language Structures The Japanese language structures used to answer the Guiding Questions (Japanese)	Activities/Tasks The formative daily activities that happen in and out of class. (English and/or Japanese)	Lexicon/ Word Groups Language and vocabulary groups (Japanese)	Outcomes/ Student Action Summative task intended for an outside audience. (English)
Beginner (Minimal Japanese experience, limited writing skills)	What type of person are you? What type of	どんな人ですか。 (形容詞＋名詞) どんな人になりた	Students describe who they are now, and play a guessing game	人、子供、大人、 大学生、学生、 子供の日、 お爺さん、 お婆さん、	1) Students make a comic of who they are now

	<p>person do you want to become?</p> <p>What do you do in different stages of life?</p> <p>How does time affect your activities?</p> <p>When are major holidays/celebra</p>	<p>いですか。</p> <p>何歳ですか。何歳から〇〇しますか。</p> <p>秋に〇〇します。冬に〇〇します。春に〇〇します。夏に〇〇します。</p> <p>日本の祝日はいつですか。</p>	<p>describing classmates.</p> <p>Students independently research what they can do at different ages in Japan, their own culture, and other cultures and share with class. (Voting age, driving age, compulsory education)</p> <p>Students play a matching game, matching activities done in Japanese cultures with seasons. Then, they can contrast what they do every year.</p> <p>Students play a quiz game</p>	<p>七五三、お盆、お正月、敬老の日</p> <p>忙しい、楽しい、頭がいい、背が高い、背が低い、目が大きい、口が小さい</p>	<p>and what they want to be in five years.</p> <p>2) Students select two regions/cities (one in Japan and/or Japanese community and their own city) and compare regional festivals.</p> <p>3) Students make shopping lists and prepare foods consumed on a ceremony/holiday in Japan for their families.</p>
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	<p>tions in your culture and the target culture?</p>	<p>あなたの文化の祝日はいつですか。祝日に何をしますか。</p>	<p>guessing which holidays are during which periods/dates and what foods are eaten on those Japanese holidays. Students can also share what foods are eaten during holidays in their own culture.</p>		<p>4) Students interview each other about a Japanese holiday of their selection and write a summary of their interviews</p>
<p>Intermediate (1-3 years of Japanese experience, ability to read and write hiragana and katakana)</p>	<p>How will you and your life change at certain stages of life?</p> <p>What can you do / not do in countries at certain ages?</p>	<p>(名詞)になります。 (形容詞)に・くなります。</p> <p>～してはいけません ～してもいいです。</p> <p>(頻度副詞) よく・時々・毎日しま</p>	<p>Students compare school life, working life, retirement and describe what changes they might experience.</p> <p>Students play Game of Life and have to say what they can and can't do as they go around the board.</p>	<p>お参りする、着る、育つ、祝う</p> <p>晴れ着、成人、千歳飴、七五三、～式</p> <p>投票する、たばこを吸う、軍に入る、運転する、結婚する</p>	<p>1) Students create a poster charting their life from childhood to retirement, explaining important life milestones.</p> <p>2) Students write a speech to be delivered at their <i>Seijinshiki</i>, charting a course for their life after they become adults.</p>

	<p>What do you do at certain times of year / ages?</p> <p>How is one life spent in Japan?</p>	<p>す。 あまり・全然しません。</p> <p>日本で、どうやって一生を過ごしますか。 誕生した時、～をします。 成人になったと、～をします。</p>	<p>Students give oral presentations on major religious and cultural events in Japan.</p>	<p>誕生日、卒業式、成人式、結婚式、お葬式</p>	<p>3) Students interview each other about seasonal events and create a shared document of their class research findings.</p>
<p>Advanced (3+ years of Japanese experience, solid writing skills)</p>	<p>How should we care for elders?</p> <p>Who is expected to work and when?</p>	<p>したほうがいいです。 したらいいと思います。 しなきゃいけません。</p> <p>～ことになっています。 ～と思われています。</p>	<p>Teacher introduces the population decline/aging population problem. Students brainstorm ideas for changing population decline and/or coming to grips with new society.</p> <p>Students discuss work culture, age, gender,</p>	<p>高齢者、少子化、家事妊婦、過労死妊娠、産休年金、定年、成人式、新卒、人手不足</p> <p>介護する、面倒を見る、働く、残業する</p>	<p>1) Students give recommendations for how we should care for elders and enact their recommendations for family or at a care facility.</p> <p>2) Students compare and contrast who is respected in different societies and why.</p> <p>3) Students do</p>

		<p>(意見)じゃないか と思います。</p>	<p>immigration status in their own cultures and compare them with Japan.</p>		<p>research on Japanese labor practices and the gender gap in Japanese universities/com panies.</p>
	<p>What stages of life are respected in society?</p>	<p>(人)が尊敬されて います。 敬語</p>	<p>Discussion of “Respect for the Aged Day” and Confucian ideals of respect for elders. Practice using respectful language with a matching game.</p>		

**Vertical Articulation for Social Justice-Infused Curriculum Units for Mori no Ike
Spring-Summer 2021
Curricular Framework Template**

Theme: Travel and Migration・旅行と移民

(Japanese and English)

Description:

Students learn about how Japanese communities have travelled and migrated. Students reflect on the difference between travel and migration and how ethnicity and citizenship affects people's lives.

Curricular Framework Template

	Guiding Questions What essential questions will students be able to answer at the end of the unit? (English) (Japanese)	Communicative Functions The Japanese language structures used to answer the Guiding Questions (Japanese)	Activities/Tasks The formative daily activities that happen in and out of class. (English and/or Japanese)	Lexicon/ Word Groups Language and vocabulary groups (Japanese)	Outcomes/ Student Action Summative task intended for an outside audience. (English)
Beginner (Minimal Japanese experience, limited writing skills)	<p>Where am I?</p> <p>How do I travel in my life?</p> <p>Where do I want to go?</p>	<p>(場所)に行きます・いますか。</p> <p>どこに行きますか・いますか。</p> <p>(場所)に行きたいです。</p>	<p>Students find out where others go.</p> <p>Students express their desires for where they want</p>	<p>どこ、だれ 行く、来る、帰る</p> <p>家、スーパー、デパート、学校、森、山、海、移民、船、飛行機、自転車、</p>	<p>1) Students can describe what is inside an “immigration trunk” (<i>imin toranku</i> 移民トランク) and their suitcase,</p>

	<p>What do people bring when they travel/immigrate ?</p> <p>What do travellers and immigrants do at their selected destinations?</p>	<p>どこに行きたいですか。</p> <p>移民トランクに○○があります。</p> <p>スーツケースに○○があります。</p> <p>(地域・町)で何をしますか。 (目的地)に何をしますか。</p>	<p>to go after the pandemic.</p> <p>Students describe what is inside a suitcase/trunk using visual aides.</p> <p>Students describe what travellers might do at various locales throughout the Japanese-speaking world. Students describe what migrants do in Japan/Hawai'i/Brazil/Peru, etc.</p>	<p>車</p> <p>写真、お米、本、葉書、地図、和英辞典</p> <p>工場で仕事をす る、たこ焼きを食べ る、お好み焼きを 食べる、サーターア ンダーギーを食べ る、シークワサー ジュースを飲む</p>	<p>implicitly comparing experiences of travel and migration. https://www.jica.go.jp/jomm/education/imin.html)</p> <p>2) Students create an ad recruiting migrants for jobs in Hawai'i, Brazil, Japan, Peru.</p> <p>3) Students create a map marketing a location in Japan to tourists.</p>
<p>Intermediate (1-3 years of Japanese experience, ability to read and write hiragana and katakana)</p>	<p>Where do I go and how do I travel to a destination?</p> <p>Where and when do Japanese communities</p>	<p>どうやって行きますか。</p> <p>どうやって移住・旅行しましたか。</p>	<p>Students play a game figuring out how to get from place to place in Japan.</p>	<p>移住する、行く、来る、帰る</p>	<p>1) Students conduct research on immigration stories and create a poster about one family's journey,</p>

	<p>travel?</p> <p>Where are immigrants in Japan and the World?</p> <p>What types of jobs do immigrants have in America and Japan?</p> <p>What words and foods travel? How do words and foods travel?</p>	<p>移民は、日本のどこにいますか 日系人は、世界のどこにいますか。</p> <p>どんな仕事をしていますか。</p> <p>どうやって(食べ物)が日本に入りましたか。 どうやって(食べ物)を作りますか。</p>	<p>Students fill in a narrative of immigration using a map and images of boats/planes/trains. Etc.</p> <p>Students locate countries/regions with Japanese diasporic communities. Then, students describe a day in the life of a migrant.</p> <p>Students give a presentation on a migrant food and explain how to make it and how it travelled.</p>	<p>移民、日系人、世界、新幹線、飛行機、船、バス、歩いて、自転車、海外移住</p> <p>汚い、キツイ、危険、日雇い、研修ビザ</p> <p>あんぱん、ミックスプレート、スパム結び、ロコ・モコ</p>	<p>using photos and objects from an archive.</p> <p>2) Students make a map describing Japanese diasporic communities around the world, and migrant communities in Japan.</p> <p>3) Students introduce their hometown and their school to a Japanese foreign-exchange student.</p>
<p>Advanced (3+ years of Japanese experience, solid writing skills)</p>	<p>Why do people travel?</p>	<p>どうして旅行しますか。</p> <p>なんのために旅行しますか。</p>	<p>Students reflect on travel they have done and think of reasons why they travel and other people</p>	<p>《名詞》 難民、植民地、旅行、戦争、貧困、政治、不安、仕事、</p>	<p>1) Students create a “paper-theater” (<i>kami shibai</i> 紙芝居) identifying why Japanese</p>

	<p>Why do people im/emigrate?</p> <p>Who are refugees and where are they?</p> <p>Where were colonies? What could colonial subjects do and not do?</p>	<p>どうして移住しますか。 なんのために移住しますか。 (理由)から、～ (理由)のため、～</p> <p>難民は、世界のどこにいますか。 どうして難民になりましたか。</p> <p>日本の植民地は、どこにありましたか。 アメリカの植民地</p>	<p>travel.</p> <p>Students brainstorm reasons for why people immigrate and share with classmates and teachers.</p> <p>Teacher and students locate on a map refugee camps in the world and in the United States and discuss why people are seeking refugee status.</p> <p>Students create a timeline of Japanese colonization of Asia/Oceania and a timeline of US colonization</p>	<p>収容所、国民、観光</p> <p>どうして</p> <p>～から ～のため ～ので</p>	<p>people immigrated to the United States in the early 1900s and who is immigrating to the US in the early 2000. For residential programs, this could be presented to the whole village. For virtual programs, students could record a video and post to village blog.</p> <p>2) Students describe refugee experiences via a vlog and provide instructions on how to fold a crane, participating in a virtual crane (tsuru 鶴) fold-in. (https://tsurufors)</p>
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		<p>は、どこにありましたか(ありますか)</p> <p>国民は何が出来ますか。</p>	<p>of Asia/Oceania. Students discuss what “citizenship” means in the context of the Japanese Empire and the US (Puerto Rico, Marshall Islands, Guam)</p>		<p>solidarity.org/) Students can also lead the camp in folding cranes.</p>
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Vertical Articulation for Social Justice-Infused Curriculum Units for Mori no Ike Spring-Summer 2021 Curricular Framework Template

Theme: 環境問題: エコライフ (Environmental Issues: Sustainable Lifestyle)
(Japanese and English)

Description: Students start with describing immediate surroundings, such as their room, house, and school, while learning about eco-friendly lifestyles in Japan. Then they will expand their awareness to environmental issues in their cities/states, while learning about natural disasters and recycling in Japan. The unit will lead students to global environmental issues, while getting them familiar with SDGs by the United Nations.

Throughout the unit, students will think about what they can do for a sustainable environment.

(English)(Similar to Weekly Objectives on CLV course framework template)

Curricular Framework Template (Proposed Language)

	Guiding Questions What essential questions will students be able to answer at the end of the unit? (English) (Japanese)	Communicative Functions The Japanese language structures used to answer the Guiding Questions (Japanese)	Activities/Tasks The formative daily activities that happen in and out of class. (English and/or Japanese)	Lexicon/ Word Groups Language and vocabulary groups (Japanese)	Outcomes/ Student Action Formative tasks (English)

Beginner (Minimal Japanese experience, limited writing skills)	Topic 1: My house, My room	～に～があります・います ～は～にあります・います ～はadjectiveです Negative form of i-adjectives/na-adjectives	Learn vocabulary related to a house (rooms, things in a house, things in a room etc.) with visuals Describe photos of houses from different countries Describe one's house/room or ideal house/room	家(ガレージ、キッチン、部屋、ベッド、つくえ、イス、パソコン) 庭(木、花、プール) Adjectives to describe house/yard/room Counters 大きい、小さい、広い、せまい、きれい、きたない	Describe one's house/room (or ideal house and room) share in groups/class
	Topic 2: My School	～で～します	Learn vocabulary on school Watch a video about typical Japanese high school Describe one's school campus Describe what they do in each place at home and school	学校、教室、体育館、図書館、カフェテリア Basic activities you do in different places at home たべます、ねます、見ます、読みます、勉強します、宿題します	Skit presentation: virtual campus tour
	Topic 3: Nature around me	～に～があります ～で～ができます	Learn vocabulary of nature and outdoor activities Read travel brochure and choose	州、山、川、湖、海、林、森 ピクニック、キャンプ、ハイキン	Create flyer: Nature and outdoor activities in my

			what activities they want to do Discuss/share what is available in one's state	グ、つり	State
	Summative Assessment	Google slide presentation for Japanese students who will be visiting student's city in the US for homestay and attending school Include: nature & outdoor activities, school, and house Audience ask questions, pretending to be a Japanese student, and presenters answer the questions			
Intermediate (1-3 years of Japanese experience, ability to read and write hiragana and katakana)	Topic 1: Traditional Japanese house and Eco-friendly life style How can I make an eco-friendly lifestyle?	～の～に、～があります。 Adj.に なります/します ～ために	Learn about traditional Japanese homes with videos and pictures Watch a video "visiting a Japanese home" and learn manners of visiting a Japanese home Share research results how to make summer cool in Japan and discuss 涼しくする工夫(例: 風鈴、水うち、すだれ) https://a2.marugotoweb.jp/en/life_and_culture/topic/2/index.html	伝統的な日本の家 (玄関、和室、畳、床の間、掛け軸、生花、座布団、布団、仏壇)	Research what they do in Japan to feel cool in hot summer to save energy and present with images (eg. 風鈴、水打ち、すだれ)
	Topic 2: Recycling	～の仕方 ～と思います	Learn vocabulary about separating garbage and recycling, using pictures Watch videos, "City of zero waste", "how to separate garbage" answer the Qs on	リサイクル(燃える/燃えないゴミ、プラスチック、カン、ペットボトル、電池、分ける、家具、電気製品)	Teach Japanese students how to separate garbage and recycle in one's city

			<p>worksheet</p> <p>Read “garbage calendar” and answer Qs</p> <p>Watch a video about school lunch (給食) and discuss what they do to reduce waste</p> <p>Describe a photo of a huge amount of garbage in a park and discuss problems and possible solutions</p> <p>Read posters of 4Rs and discuss what students can do to apply 4R</p>		
	Topic 3: Mottainai	<p>～なんてもったいない</p> <p>～すぎる</p>	<p>Watch <i>mottainai-basan</i> anime and understand concept of <i>morrainai</i></p> <p>Watch もったいない音頭(歌、踊り) and sing/dance</p> <p>Eco-life survey</p>		List things that are <i>mottainai</i> and share in groups/class
	Topic 4: Food Waste		Learn and discuss food waste by watching videos, reading graphs/chart		Discuss how to reduce food waste at home/school
	Summative Assessment	Create a <i>mottinai</i> poster to reduce waste Mottainai skit presentation to promote eco-friendly lifestyle and reduce waste			
Advanced	Topic 1:	～によると～そう	Geography of the world and	地理、大陸	Research major

<p>(3+ years of Japanese experience, solid writing skills)</p>	<p>Natural Disasters</p> <p>What kind of environmental problems are we facing?</p>	<p>です ～すべきです。 ～の方がいいです。</p>	<p>Japan</p> <p>Learn types of natural disasters in the world and in Japan</p> <p>Learn about 東日本大震災</p> <p>Discuss which natural disaster they think is the most scary and why</p> <p>Learn how Japanese people prepare for natural disasters by watching videos and reading pamphlets/posters</p> <p>Discuss what they can do to prepare for the natural disasters</p>	<p>自然災害(地震、津波、ハリケーン、台風)</p> <p>気候変動</p>	<p>natural disasters in history of Japan and present</p>
	<p>Topic 2: SDGs</p> <p>What is SDGs?</p> <p>What are some goals in SDGs and what can we do about them?</p> <p>What can we do to sustain the environment?</p>	<p>～のために ～のせいで・おかげで ～なければなりません ～べきです</p>	<p>Learn and discuss United Nations' SDGs by watching videos, ("SDGsって何?" "SDGsの歌", etc)</p> <p>Watch more videos on each goal and discuss further (e.g. きれいな水とトイレ, 貧困)</p>	<p>持続可能な開発目標</p> <p>世界の問題(貧困、飢餓、気候変動)</p>	<p>Discuss which goals they are interested in and why</p>
	<p>Summative Assessment</p>	<p>Select one goal from SDGs and create a poster, including problems, solutions, and action plans (what they can do) and present in class</p>			

		Audience ask questions and presenters answer the questions
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