

World Languages

WL72- Japanese II

Course #: WL72	Grade Level: 9-12
Course Name: Japanese II	Level of Difficulty: Avg. - High
Prerequisites: Japanese I	# of Credits: 1 (2 Sem.)

Course Description: Features application of language skills in reading, writing, and conversation. Level I skills are reviewed and maintained. Appropriate cultural components are studied.

Strand 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language

Concepts	
1FL-F1	Comprehend and interpret a brief narrative or poem
1FL-F2	Comprehend brief written messages and short personal notes
1FL-F3	Comprehend simple recorded material
1FL-F4	Follow simple written instructions
1FL-F5	Identify parts of a short story (i.e. climax, main idea, conflict)
1FL-F6	Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
1-F1	Comprehend and interpret a brief narrative or poem	1	Comprehend and interpret a brief narrative or poem (haiku)	
1-F2		1	Read hiragana, katakana, and Chinese characters (kanji); Read 150 characters by course conclusion (in addition to 100-125 characters from WL71)	
	Comprehend brief written messages and short personal notes	2	Identify adjectives related to feelings (i.e. happy, sad, angry, excited, nervous, afraid, etc.)	
		3	Identify rooms and furnishings (i.e. futon, tatami, and zabuton, etc.)	
		4	Read and tell time, identify seasons, weather, and colors	
		5	Identify sports and equipment (i.e. soccer, baseball, tennis, gym, stadium, field, ball, goal, etc.)	
		6	Identify stores and shopping and related vocabulary (i.e. restaurants, foods, clothing stores, money, etc.)	
		7	Identify vocabulary related to daily schedule, entertainment/leisure, and transportation	

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
1-F3	Comprehend simple recorded material	1	Comprehend simple recorded materials (i.e. elementary stories, songs, videos, etc.)	
1-F4	Follow simple written instructions	1	Follow simple written instructions (i.e. draw, color, circle, find, write, choose, etc.)	
1-F5	Identify parts of a short story (i.e. climax, main idea, conflict)	1	Identify parts of a short story (i.e. climax, main idea, conflict)	
1-F6	Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts	1	Identify characters and their roles	
		2	Identify main ideas, basic details, and simple sequences of events	

Strand 2: Communication: Students engage in oral and written exchanges, which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language				
Concepts				
2FL-F1	Express feelings			
2FL-F2	Give and follow directions to carry out a specific task and ask questions for clarification			
2FL-F3	Exchange information about personal events and memorable experiences			
2FL-F4	State opinions about objects, people, and events present in their everyday lives			
2FL-F5	Acquire goods or information through interaction			
Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
2-F1	Express feelings	1	Express feelings (i.e. I am happy, sad, etc.)	
		2	Use interjections to express surprise, fear, and warning	
		3	Use expressions of necessity and obligation (i.e. to want, to have to/ must, etc.)	
2-F2	Give and follow directions to carry out a specific task and ask questions for clarification	1	Ask simple questions related to vocabulary (i.e. what sports do you play?, where do you shop?, what time is it?, etc.)	
		2	Give simple commands	
2-F3	Exchange information about personal events and memorable experiences	1	Recount simple events in sequence	
		2	Ask and answer questions about personal experiences	

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
2-F4	State opinions about objects, people and events present in their everyday lives	1	Use vocabulary related to rooms and furnishings	
		2	Tell time and talk about the weather, seasons, and colors	
		3	Use vocabulary related to sports and equipment	
		4	Use vocabulary related to stores and shopping (i.e. restaurants, foods, clothing stores, money, etc.)	
		5	Use vocabulary related to daily schedule, entertainment/leisure, and transportation	
2-F5	Acquire goods or information through interaction	1	Produce appropriate sounds, stress, and intonation patterns for statements, questions, and exclamations	Students should be able to differentiate intonation from statements, questions, and exclamations
		2	Use expressions of quantity (i.e. counter/ measure words)	
		3	Use expressions of cost to acquire goods	

Strand 3: Communication: Students present information and ideas in the target language on a variety of topics to listeners and readers				
Concepts				
3FL-F1	Perform short plays, poems, and songs			
3FL-F2	Write or orally present brief messages that provide information			
3FL-F3	Present basic (biographical) information about self or others in front of a group			
3FL-F4	Read and recite short poems with appropriate expression and rhythm			
3FL-F5	Share their interpretations, reactions, and feelings about a piece of literature			
Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
3-F1	Perform short plays, poems, and songs	1	Perform short plays, poems, and songs (i.e. haiku, folk tales, etc.)	
3-F2	Write or orally present brief messages that provide information	1	Write or orally present a brief report using familiar topics (i.e. shopping, sports, rooms and furnishings, hobbies, family, etc.)	
3-F3	Present basic (biographical) information about self or others in front of a group	1	Present basic (biographical) information about self or others in front of a group (i.e. physical description, family, clothing, pets, rooms and furnishings, sports, etc.)	
3-F4	Read and recite short poems with appropriate expression and rhythm	1	Read and recite short poems and folk tales	
3-F5	Share their interpretations, reactions, and feelings about a piece of literature	1	Express feelings about a piece of literature using familiar adjectives	

Strand 4: Culture: Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately; they also understand the relationships between cultural perspectives, products, and practices within cultures				
Concepts				
4FL-F1	Identify and discuss (in English if necessary) typical behaviors from the target culture in a variety of specific settings			
4FL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features			
4FL-F3	Use culturally appropriate language and behaviors in basic school and social situations			
4FL-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc. in the target language			
Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
4-F1	Identify and discuss (in English if necessary) typical behaviors from the target culture in a variety of specific settings	1	Identify and discuss typical behaviors from the target culture in a variety of specific settings (i.e. greetings & farewells, classroom behaviors, asking forgiveness, asking permission, etc.)	
4-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features	1	Identify major cities of Japan	
		2	Identify major geographical features of Japan	
		3	Research and present information about a region of Japan	Option to discuss regional dialects
4-F3	Use culturally appropriate language and behaviors in basic school and social situations	1	Recognize and practice the existence of register (i.e. formal & informal addresses and language)	
		2	Recognize typical social behavior from the target culture (i.e. phone conversations, retail interactions, shopping customs, etc.)	
4-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc. in the target language	1	Interpret a variety of cultural messages expressed in signs, symbols, advertisements, etc. in the target language (i.e. menus, tickets, business signs, manga, etc.)	

Strand 5: Connections: Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas				
Concepts				
5FL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information			
5FL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes			
Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
5-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information	1	Identify Japan, major cities, and geographical features where the target language is spoken	
		2	Calculate money exchanges	
		3	Identify major historical characters and events; discuss their roles in history and literature	
		4	Identify main ideas, details, and sequence of events in literature	<i>Tale of Genji</i>
5-F2	Comprehend articles or short videos in the target language on topics being studied in other classes	1	Comprehend articles or short videos in the target language on topics being studied in other classes	

Strand 6: Comparisons: Students develop insights into their own language and their own culture through the study of the target language				
Concepts				
6FL-F1	Identify and compare (in English if necessary) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work, and play			
6FL-F2	Recognize (in English if necessary) the process of word/idea borrowing from one language by another			
6FL-F3	Distinguish between the sound system and the writing system of the target language and the same elements in their own language			
6FL-F4	Compare appropriate gestures in the target language and culture studied to their own			
Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
6-F1	Identify and compare (in English if necessary) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work, and play	1	Identify and compare (in English if necessary) cultural perspectives of people in both their own culture and the culture being studied (i.e. shopping, time- military time, punctuality, sports, rooms and furnishings, etc.)	
6-F2	Recognize (in English if necessary) the process of word/idea borrowing from one language by another	1	Identify words that are borrowed from one language by another	Borrowed words and katakana
6-F3	Distinguish between the sound system and the writing system of the target language and the same elements in their own language	1	Understand that there are differences in the sound and writing systems of the target language and the native language (i.e. tones, punctuation, pronunciation, spelling, etc.)	
6-F4	Compare appropriate gestures in the target language and culture studied to their own	1	Compare appropriate gestures in the target language and culture studied to their own (i.e. retail interactions, body language, etc.)	Aizuchi

Strand 7: Communities: Students use the target language within and beyond the school setting				
Concepts				
7FL-F1	Use the library to select books, magazines, CDs, etc., in the target language; share their content with others			
7FL-F2	Identify people in the community who use the target language in their work; invite them to share information with the class and ask the questions			
7FL-F3	Create original materials (i.e. short stories, poems, crafts) to exchange with classes in other communities or countries			
7FL-F4	Present information to others (in English if necessary) about the target language and culture			
Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
7-F1	Use the library to select books, magazines, CDs, etc., in the target language; share their content with others	1	Use the library or internet to select authentic books, magazines, CDs, etc. in the target language	Anime; manga
7-F2	Identify people in the community who use the target language in their work; invite them to share information with the class and ask the questions	1	Identify people in the community who use the target language in their work	Taiko drummers; university professors
		2	Invite a guest speaker in the community to share information with the class and ask questions	
7-F3	Create original materials (i.e. short stories, poems, crafts) to exchange with classes in other communities or countries	1	Create original materials to exchange with classes in other communities or countries	Consider e-pals, pen pals, webcam interactions with partner schools in Japan
7-F4	Present information to others (in English if necessary) about the target language and culture	1	Present information to others about the target language and culture (i.e. fashion show, culture and food fair, cultural assembly, martial arts, etc.)	