

## World Languages

## WL71- Japanese I

Course #: WL71	Grade Level: 8-12
Course Name: Japanese I	Level of Difficulty: Avg. - High
Prerequisites: None	# of Credits: 1 (2 Sem.)

**Course Description:** Introduces students to the basic vocabulary of the language and components of the culture of the countries in which the language is spoken. Prepares students to begin to read, write, speak, and understand the language.

Concepts	
1FL-R1	Respond to simple commands
1FL-R2	Read and understand simple words and expressions
1FL-R3	Comprehend short conversations/stories on familiar topics
1FL-R4	Identify people and objects based on oral and written descriptions
1FL-R5	Interpret gestures, intonation, and other visual or auditory cues
1FL-R6	Comprehend the main ideas and identify the principal characters of short stories or children's literature

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
1-R1	Respond to simple commands	1	Respond to simple commands given by the teacher (i.e. stand up, sit down, stop, look, listen, quiet, etc.)	
1-R2	Read and understand simple words and expressions	1	Understand the numbers from 1-20	
		2	Understand when being complemented (i.e. well done, excellent, very good, etc.)	
		3	Understand greetings and farewells (i.e. hello, goodbye, how are you?, etc.)	
		4	Understand time and spatial relationships (i.e. today, tomorrow, now, days of the week, months, etc.)	
1-R3	Comprehend short conversations/stories on familiar topics	1	Comprehend short conversations/stories on familiar topics (the individual, the family, school, recreation, activities, places, numbers, days of the week, months, colors, food, and nationalities)	

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
1-R4	Identify people and objects based on oral and written descriptions	1	Identify colors and size (i.e. blue, green, small, big, short, tall, long, etc.)	
		2	Identify classroom objects and supplies	
		3	Identify family relationships (i.e. mother, father, sister, brother, grandparents, step-dad, half-sister, etc.)	
		4	Identify domestic animals (i.e. cat, dog, bird, fish, etc.)	
1-R5	Interpret gestures, intonation, and other visual or auditory cues	1	Acquire information from illustrations and graphics	
		2	Identify sounds that do not occur in English	A solid foundation in romaji and hiragana
		3	Read simple romaji, hiragana, and some kanji	Read all hiragana and 100- 125 kanji by course conclusion
1-R6	Comprehend the main ideas and identify the principal characters of simple short stories or children's literature	1	Identify characters and their roles	
		2	Identify main ideas, basic details, and simple sequences of events	

<b>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</b>				
<b>Concepts</b>				
<b>2FL-R1</b>	Greet people, make small talk, and close conversations			
<b>2FL-R2</b>	Give and follow simple instructions and ask and answer questions			
<b>2FL-R3</b>	Express likes and dislikes			
<b>2FL-R4</b>	Describe people, places, and things in their daily lives			
<b>Students should know and be able to...</b>				
<b>Concept Number</b>	<b>Concept</b>	<b>PO No.</b>	<b>Performance Objective</b>	<b>Notes/Integration/Resources</b>
<b>2-R1</b>	<b>Greet people, make small talk, and close conversations</b>	<b>1</b>	Respond with words, phrases, or simple sentences using correct word order	
		<b>2</b>	Use greetings and farewells (i.e. hello, goodbye, how are you?, etc.)	
<b>2-R2</b>	<b>Give and follow simple instructions and ask and answer questions</b>	<b>1</b>	Give simple commands: basic TPR commands (i.e. stand up, sit down, stop, look, listen, quiet, etc.)	
		<b>2</b>	Ask simple questions related to vocabulary	
<b>2-R3</b>	<b>Express likes and dislikes</b>	<b>1</b>	Express feelings and preferences	
<b>2-R4</b>	<b>Describe people, places, and things in their daily lives</b>	<b>1</b>	Describe objects by color and size	
		<b>2</b>	Use vocabulary related to classroom objects and supplies	
		<b>3</b>	Use vocabulary related to time and spatial relationships (i.e. today, tomorrow, now, days of the week, months)	
		<b>4</b>	Use vocabulary related to family relationships	
		<b>5</b>	Use vocabulary related to domestic animals	

<b>Strand 3: Communication: Students present information and ideas in the target language on a variety of topics to listeners and readers</b>				
<b>Concepts</b>				
<b>3FL-R1</b>	Recite short and simple materials (examples, stories, songs, poems, advertisements, and popular sayings) with appropriate expression			
<b>3FL-R2</b>	Write or orally present short messages			
<b>3FL-R3</b>	Present descriptions of familiar people, places, and things to a group			
<b>3FL-R4</b>	Read and recite short poems or stories with appropriate expression			
<b>Students should know and be able to...</b>				
<b>Concept Number</b>	<b>Concept</b>	<b>PO No.</b>	<b>Performance Objective</b>	<b>Notes/Integration/Resources</b>
<b>3-R1</b>	<b>Recite short and simple materials (examples, stories, songs, poems, advertisements, and popular sayings) with appropriate expression</b>	<b>1</b>	Sing songs and recite tongue twisters and/ or short poems (haiku)	
<b>3-R2</b>	<b>Write or orally present short messages</b>	<b>1</b>	Write words and sentences in hiragana and kanji with some katakana	
		<b>2</b>	Write or orally present simple sentences and short paragraphs using basic structures and familiar vocabulary	
<b>3-R3</b>	<b>Present descriptions of familiar people, places, and things to a group</b>	<b>1</b>	Present descriptions of individual, familiar people, places, and things to a group	
<b>3-R4</b>	<b>Read and recite short poems or stories with appropriate expression</b>	<b>1</b>	Read and recite short stories	

<b>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</b>				
<b>Concepts</b>				
<b>4FL-R1</b>	Use appropriate gestures and oral expressions for greetings, leave takings, and courtesy phrases			
<b>4FL-R2</b>	Participate in age-appropriate cultural activities such as games, songs, celebrations, and short dialogues			
<b>4FL-R3</b>	Identify and describe a variety of objects from the cultures (i.e. toys, dress, buildings, foods)			
<b>4FL-R4</b>	Identify parts of the world where the target language is spoken			
<b>Students should know and be able to...</b>				
<b>Concept Number</b>	<b>Concept</b>	<b>PO No.</b>	<b>Performance Objective</b>	<b>Notes/Integration/Resources</b>
<b>4-R1</b>	<b>Use appropriate gestures and oral expressions for greetings, leave takings, and courtesy phrases</b>	<b>1</b>	Use appropriate gestures and oral expressions for greetings, leave takings, and courtesy phrases (i.e. bows, classroom behavior, teacher-student interactions, etc.)	
<b>4-R2</b>	<b>Participate in age-appropriate cultural activities such as games, songs, celebrations, and short dialogues</b>	<b>1</b>	Sing songs and recite tongue twisters from the target culture	
		<b>2</b>	Celebrate and/or recognize birthdays, holidays, observances, customs, or other special days from the target culture	
<b>4-R3</b>	<b>Identify and describe a variety of objects from the cultures (i.e. toys, dress, buildings, foods)</b>	<b>1</b>	Identify and describe a variety of objects from the target culture (i.e. toys, dress, foods, landmarks, etc.)	
<b>4-R4</b>	<b>Identify parts of the world where the target language is spoken</b>	<b>1</b>	Identify 6 regions and major cities where the target language is spoken (i.e. Kanto and Kansai; Tokyo, Kyoto, and Osaka)	

<b>Strand 5: Connections: Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas</b>				
<b>Concepts</b>				
<b>5FL-R1</b>	Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals, or geographical concepts			
<b>5FL-R2</b>	Read or listen to and talk about age-appropriate folk tales, short stories, poems, and songs that are written for native speakers			
<b>Students should know and be able to...</b>				
<b>Concept Number</b>	<b>Concept</b>	<b>PO No.</b>	<b>Performance Objective</b>	<b>Notes/Integration/Resources</b>
<b>5-R1</b>	<b>Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts</b>	<b>1</b>	Understand the numbers from 1-20	
		<b>2</b>	Perform basic arithmetic operations (i.e. add, subtract)	
		<b>3</b>	Identify major cities in Japan	
<b>5-R2</b>	<b>Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers</b>	<b>1</b>	Listen to/read/sing songs, poems, and folk tales from the target culture	
		<b>2</b>	Identify characters and their roles in literature; identify key elements in poetry	
		<b>3</b>	Identify main ideas, basic details, and simple sequence of events in literature	

<b>Strand 6: Comparisons: Students develop insights into their own language and their own culture through the study of the target language</b>				
<b>Concepts</b>				
<b>6FL-R1</b>	Recognize that words are borrowed from one language by another			
<b>6FL-R2</b>	Make basic comparisons between the celebrations of the target language and their own cultures (i.e. Valentine’s Day vs. White Day)			
<b>6FL-R2</b>	Recognize that cultures have artifacts such as symbols, advertisements, and songs that serve similar purposes			
<b>Students should know and be able to...</b>				
<b>Concept Number</b>	<b>Concept</b>	<b>PO No.</b>	<b>Performance Objective</b>	<b>Notes/Integration/Resources</b>
<b>6-R1</b>	<b>Recognize that words are borrowed from one language by another</b>	<b>1</b>	Identify words that are borrowed from one language by another	Borrowed words; compounds such as “amefuto” for American football
<b>6-R2</b>	<b>Make basic comparisons between the celebrations of the target language and their own cultures (i.e. Valentine’s Day vs. White Day)</b>	<b>1</b>	Make basic comparisons about how special days (birthdays, celebrations, observances, traditions, etc.) are celebrated between the target culture and their own culture	
<b>6-R3</b>	<b>Recognize that cultures have artifacts such as symbols, advertisements, and songs that serve similar purposes</b>	<b>1</b>	Identify artifacts and symbols from the target language and their own culture that serve similar purposes (i.e. landmarks, flags, foods, pop culture, etc.)	

<b>Strand 7: Communities: Students use the target language within and beyond the school setting</b>				
<b>Concepts</b>				
7FL-R1	Participate in a school or community celebration			
7FL-R2	Perform a song or skit in the target language for an audience			
<b>Students should know and be able to...</b>				
<b>Concept Number</b>	<b>Concept</b>	<b>PO No.</b>	<b>Performance Objective</b>	<b>Notes/Integration/Resources</b>
7-R1	Participate in a school or community celebration	1	Participate in a school or community celebration	Matsuri festival
7-R2	Perform a song or skit in the target language for an audience	1	Perform a song, skit, or speech in the target language for an audience	Japanese Language Speech Contest