

World Languages

WL73- Japanese III

Course #: WL73	Grade Level: 10-12
Course Name: Japanese III	Level of Difficulty: Avg. - High
Prerequisites: Japanese II	# of Credits: 1 (2 Sem.)

Course Description: Students develop and demonstrate language skills in more advanced forms of written and oral expression. Appropriate cultural components are studied.

Concepts

1FL-E1	Comprehend the main idea in authentic oral and written materials on a familiar topic
1FL-E2	Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions
1FL-E3	Comprehend, interpret, and analyze the style of a short piece of fiction or essay on familiar topics
1FL-E4	Identify characteristics of a variety of literary genres (i.e. short stories, plays, essays)
1FL-E5	Identify emotions and feelings from selected reading material
1FL-E6	Read a poem and analyze its components

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
1FL-E1	Comprehend the main idea in authentic oral and written materials on a familiar topic	1	Hiragana, katakana, and Chinese characters (kanji); Read 250 kanji by course conclusion (in addition to 225 characters from WL71-WL72)	
		2	Identify vocabulary from a variety of familiar topics (i.e. health, housing, travel, arts/ entertainment, gifts/ hospitality)	
		3	Comprehend conversations/stories on familiar topics	
		4	Comprehend the main idea and details in authentic oral and written materials on a familiar topic.	
		5	Respond to commands given by the teacher	
		6	Comprehend the pronunciation and intonation patterns specific to the target language	
		7	Process information from illustrations and graphics	
1FL-E2	Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions	1	Apply strategies for decoding paragraphs in the target language (i.e. identification and recognition of patterns, identification of familiar vocabulary and kanji, using context clues, etc.)	
		2	Understand idiomatic expressions and figurative language	"Kotowaza" and giseigo/ gitaigo

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1FL-E3	Comprehend, interpret, and analyze a short piece of fiction or essay on familiar topics	1	Identify and analyze characters and their roles	
		2	Identify and analyze main ideas, details, and sequence of events	
1FL-E4	Identify characteristics of a variety of literary genres (i.e. short stories, plays, essays)	1	Recognize the defining characteristics of different genres using a variety of authentic texts (i.e. poems, songs, manga, dialogue, short stories, etc.)	
1FL-E5	Identify emotions and feelings from selected reading material	1	Identify the tone of a selected reading material based on vocabulary	
1FL-E6	Read a poem and analyze its components	1	Comprehend and interpret a narrative or poem (i.e. haiku)	

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-E1	Express and react to a variety of situations			
2FL-E2	Develop and propose solutions to issues and problems cooperatively with other students			
2FL-E3	Support opinions with factual information			
2FL-E4	Use idiomatic expressions in oral and written communication			
Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
2FL-E1	Express and react to a variety of situations	1	Respond with words, phrases, or complete sentences using correct word order, particles, and verb tense	
		2	Convey information using a variety of vocabulary terms	
		3	Ask questions related to vocabulary	
2FL-E2	Develop and propose solutions to issues and problems cooperatively with other students	1	Use a variety of appropriate courtesy and appreciation phrases when working cooperatively with other students (i.e. sumimasen, shitsureishimasu, etc.)	
		2	Work cooperatively with other students by sequencing events and propose endings to situations	
2FL-E3	Support opinions with factual information	1	Use vocabulary from familiar topics to support opinions (i.e. kara, -to omoimasu, etc.)	
		2	Express likes and dislikes	
2FL-E4	Use idiomatic expressions in oral and written communication	1	Understand and use simple idiomatic expressions	

Strand 3: Communication: Students present information and ideas in the target language on a variety of topics to listeners and readers				
Concepts				
3FL-E1	Present understandable, written reports and summaries			
3FL-E2	Perform short, student-created skits and scenes			
3FL-E3	Present a brief speech (monologue)			
3FL-E4	Prepare audio or video recorded materials			
3FL-E5	Retell a story			
Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
3FL-E1	Present understandable written reports and summaries	1	Present understandable written reports and summaries on familiar topics	
3FL-E2	Perform short student-created skits and scenes	1	Perform student-created skits and scenes on familiar topics	
3FL-E3	Present a brief speech (monologue)	1	Present a speech on a familiar topic	
3FL-E4	Prepare audio or video recorded materials	1	Prepare audio or video recorded materials on a variety of topics	
3FL-E5	Retell a story	1	Sing songs and recite poems	
		2	Retell a story or folk tale	

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-E1	Investigate and participate in age appropriate cultural practices related to business, sports, and entertainment
4FL-E2	Use and respond appropriately to idiomatic verbal and non-verbal expressions
4FL-E3	Identify, experience, or produce expressive products of the cultures (advertisements, stories, poems)
4FL-E4	Recognize simple themes, ideas, or perspectives of the cultures, and their relationships to socially acceptable behavior
4FL-E5	Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts
4FL-E6	Recognize how the target language and its culture add to the richness of our own cultural diversity
4FL-E7	Recognize when to switch between formal and informal language

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
4FL-E1	Investigate and participate in age appropriate cultural practices related to business, sports, and entertainment	1	Investigate and participate in age appropriate cultural practices related to daily life, sports, and entertainment (i.e. ikebana, calligraphy, martial arts, etc.)	
4FL-E2	Use and respond appropriately to idiomatic verbal and non-verbal expressions	1	Understand and use simple idiomatic expressions and non-verbal expressions (i.e. gestures, body language, facial expressions, etc.)	aizuchi
4FL-E3	Identify, experience, or produce expressive products of the cultures (advertisements, stories, poems)	1	Identify, experience, or produce expressive products of the target culture (advertisements, calligraphy, artwork, poetry, manga, anime, etc.)	

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
4FL-E4	Recognize simple themes, ideas or perspectives of the cultures and the relationships to socially acceptable behavior	1	Identify and discuss the underlying simple themes, ideas or perspectives of the culture that influence typical behaviors in a variety of social settings (i.e. school customs, family life, formal and informal relationships, weddings, etc.)	
4FL-E5	Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts	1	Understand how different groups within a target culture impact the surrounding populations (i.e. Japantown, Japanese business associations, Japanese Consulate, etc.)	
4FL-E6	Recognize how the target language and its culture add to the richness of our own cultural diversity	1	Identify products of the target culture that add to the richness of the cultural diversity of U.S. (i.e. foods, clothing, music, dance, religions, arts, traditions, etc.)	
4FL-E7	Recognize when to switch between formal and informal language	1	Apply appropriate register (level of formality) when addressing others (i.e. teachers, elders, other students, siblings, 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-E1	Present reports in the target language orally and/or in writing on topics being studied in other classes			
5FL-E2	Generate reports for other content areas using information acquired through sources in the target language			
Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
5FL-E1	Present reports in the target language orally and/or in writing on topics being studied in other classes	1	Present reports in the target language orally and/or in writing on topics being studied in other classes	
5FL-E2	Generate reports for other content areas using information acquired through sources in the target language	1	Generate reports for other content areas using information acquired through sources in the target language (i.e. geography, world history, etc.)	

Strand 6: Comparisons: Students develop insights into their own language and their own culture through the study of the target language				
Concepts				
6FL-E1	Understand how idiomatic expressions impact communication and reflect culture			
6FL-E2	Demonstrate an awareness that there is more than one way to express ideas across languages			
6FL-E3	Recognize that there are linguistic and cultural concepts that exist in one language and not in another			
6FL-E4	Compare and contrast a variety of art forms (i.e. music, dance, visual arts, drama) with their own culture through oral and/or written descriptions and/or performance			
Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
6FL-E1	Understand how idiomatic expressions impact communication and reflect culture	1	Understand how idiomatic expressions impact communication and reflect culture; give examples	
6FL-E2	Demonstrate an awareness that there is more than one way to express ideas across languages	1	Identify examples of ideas that are expressed differently across languages	
		2	Identify examples of ideas that can be expressed in more than one way in the target language	
6FL-E3	Recognize that there are linguistic and cultural concepts that exist in one language and not in another	1	Identify linguistic and cultural concepts that exist in one language and not in another (i.e. verb tenses, phonemes, gender markers, intonation, values, colors, etc.)	
6FL-E4	Compare and contrast a variety of art forms (e.g. music, dance, visual arts, drama) with their own culture through oral and/or written descriptions and/or performance	1	Compare and contrast a variety of art forms (i.e. music, dance, visual arts, drama, etc.) with their own culture through oral and/or written descriptions and/or performance	

Strand 7: Communities: Students use the target language within and beyond the school setting				
Concepts				
7FL-E1	Research and present a topic related to the target language or culture using resources available outside the classroom			
7FL-E2	Write letters or electronic messages to native speakers in the target language			
7FL-E3	Interview community members who speak the target language on topics of personal or professional interest; report the results orally or in writing			
7FL-E4	Write letters to U.S. communities and/or other countries where the target language is used to request information on topics of interest; report orally or in writing about the information received			
7FL-E5	Identify and select written or oral materials of individual interest; report on them to others			
Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
7FL-E1	Research and present a topic related to the target language or culture using resources available outside the classroom	1	Research and present a topic related to the target language or culture using resources available outside the classroom	
		2	Perform a song or skit (live or recorded) in the target language for an audience	
7FL-E2	Write letters or electronic messages to native speakers	1	Write letters or electronic messages on familiar topics to native speakers using vocabulary learned in class; report orally or in writing about the information received	Contact sister schools using web-based communication programs (i.e. Skype, host exchange students, etc.)
7FL-E3	Interview community members who speak the target language on topics of personal or professional interest: report the results orally or in writing	1	Interview community members who speak the target language on topics of personal or professional interest; report the results orally or in writing	

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
7FL-E4	Write letters to U.S. communities and/or other countries where the target language is used to request information on topics of interest; report orally or in writing about the information received	1	Write letters to U.S. communities and/or other countries where the target language is used to request information on topics of interest; report orally or in writing about the information received	
7FL-E5	Identify and select written or oral materials of individual interest; report on them to others	1	Identify and select written or oral materials of individual interest; report on them to others	Participate in state-wide speech contest