

# Japanese II

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: Listening, speaking, reading, and writing*

**MSBSD World Languages Content Standards**

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

**Rationale:** Students listen to and comprehend information spoken in a World Language.

In order to meet this standard a student:

- recognizes common expressions
- obtains meaning from diverse listening sources
- demonstrates comprehension through appropriate responses
- engages in a variety of listening situations

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

**Rationale:** Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

In order to meet this standard a student:

- recognizes words, phrases, idiomatic expressions, and grammatical structures
- demonstrates comprehension of reading materials written for a variety of purposes
- uses and applies the information gained from reading
- responds to the cultural elements contained in reading materials of the language

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

**Rationale:** The ability to speak other languages allows students to communicate with people from various cultures.

In order to meet this standard a student:

- applies pronunciation rules and intonation patterns
- uses vocabulary, grammatical forms, and structures of the selected language to convey meaning
- Applies knowledge of cultural practices to spoken language
- expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades
- interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

**Rationale:** Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

In order to meet this standard a student:

- writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading
- writes for audiences such as peers, teachers, community members, and people from other countries
- plans, drafts, revises, proofreads, and edits written communications
- uses correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning
- uses legible handwriting and/or word processing

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

**Rationale:** Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

In order to meet this standard a student:

- demonstrates knowledge of aspects of world cultures such as daily life, educating, history, geography, government, economics, and the arts
- applies knowledge of cultural practices when communicating in a World Language
- uses the World Language to access cultural information available only in that language

## Essential Learning Results Levels II (Beginning)

### MSBSD World Languages Content Standards

#### New Century Graduate Standards for Second Language Acquisition

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard a student:

- comprehends common learned words, expressions, and cognates when hearing the World Language spoken
- selects language demonstrating comprehension of everyday conversations, including familiar situations, and simple instructions

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard a student:

- recognizes cognates and commonly used expressions
- infers meaning of unfamiliar words and phrases from contexts
- demonstrates general comprehension of reading materials based on familiar vocabulary and situations
- recognizes cultural elements found in reading materials

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard a student:

- uses learned basic pronunciation and intonation patterns
- uses learned vocabulary and phrases to speak in predictable, familiar situation
- expresses personal opinions and desires with learned phrases
- describes everyday topics using appropriate vocabulary and grammatical structures
- asks and answers simple questions

**Standard 1.4 Writing**- Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard a student:

- writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures
- writes to obtain information from a variety of sources
- reports information to a variety of audiences
- proofreads and rewrites own work
- uses appropriate grammar, spelling, capitalization, and punctuation

### Standard 2: Culture

*Students acquire and use knowledge of cultures while developing World Language skills.*

In order to meet this standard a Level II student:

- observes and identifies everyday cultural practices
- distinguishes similarities and differences among cultures
- uses culturally appropriate gestures and oral expressions
- listens to or reads materials in the language from the cultures being studied

**MSBSD World Languages  
Course Outline**

**Japanese II**

**Course Description:**

Japanese II furthers the study of grammar, vocabulary and an understanding of the culture through movies, videos, and magazines. Students improve listening, speaking, reading, and writing skills. Students begin to develop reading comprehension skills through short stories, plays, and poetry

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

- **Lifelong Learning** - The skills required to acquire a World Language are basic to the learning process
- **Higher Achievement** - A higher level of skill is demanded of all workers in a global community
- **Economic Necessity** - In order to ensure our own future, we must be able to communicate with the rest of the world
- **Multicultural Perspective** - World Languages open doors not only to other languages, but also to other cultures, peoples, and lands

**Instructional Strategies:**

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

**Standards:**

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 Listening: Students listen to and derive meaning from a variety of purposes and audiences
  - 1.2 Speaking: Students speak for a variety of purposes and audiences
  - 1.3 Reading: Students read and derive meaning from a variety of written materials
  - 1.4 Writing: Students write for a variety of purposes and for diverse audiences
2. Students acquire and use knowledge of other cultures while developing World Language skills

**Adjectives & Copula**

**Forecasting and Predicting**

**Pronunciation:**

- sound discrimination

**Comparatives and Superlatives**

**Potential Forms**

**Relative Clauses:**

- normalized verbs

**Introduction to Counters**

**Key Concepts & Structures**

**Verbs:**

- 'to be' verbs
  - plain forms
  - non-past tense
- past
- *te* form

**Culture:**

Students know and are able to

- observe and identify everyday cultural practices
- distinguish similarities and differences among cultures
- use culturally appropriate gestures and oral expressions
- listen to or read materials in the language from the cultures being studied

**Plus Expansion of Level I Key Concepts**

**Student self-assessment:**

Based on the **Standards, Topics** and **Key Concepts** listed here, students should ask themselves

- |     |                   |   |
|-----|-------------------|---|
| 1.1 | <i>Listening:</i> | Can I understand Japanese when I here it?               |
| 1.2 | <i>Speaking:</i>  | Can I speak Japanese with a variety of people?          |
| 1.3 | <i>Reading:</i>   | Can I read a variety of materials in Japanese?          |
| 1.4 | <i>Writing:</i>   | Can I share my knowledge of Japanese speaking cultures? |
| 2   | Culture           | Can I use my knowledge of Japanese-speaking cultures?   |

**Level II Topics:**

1. Body Parts, Health, & Fitness
2. Daily Routines
3. Descriptions of People, Personalities, & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation
11. Plus Expansion of Level I Topics...

**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates, & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells, & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Alphabet:**

- \* Knowledge and use of the alphabet to understand and communicate spelling
- *Connecting Topics:* All topics
- *Culture:* Distinguishing characteristics of the writing system

**Classroom Objects:**

- \* Names, colors, size of classroom objects
- *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates, & Times; Numbers, Places & Locations
- *Culture:* Personal Supplies

**Clothing:**

- \* Different types of clothing
- \* Shopping
- \* Color and cost
- \* Appropriate times to wear certain clothes
- *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates, & Times; Family; Numbers; Places & Locations; Seasons & Weather
- *Culture:* Clothing in the culture, folkloric costumes

**Colors:**

- \* Description of objects
- \* Preferences
- *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates, & Times; Family; Foods & Beverages; Numbers; Places & Locations
- *Culture:* Color in the culture

**Daily Activities:**

- \* Students' daily activities
- \* Daily activities of others
- *Connecting Topics:* All Topics
- *Culture:* Sports

**Days, Months, Dates, and Times:**

- \* Names of the days of the week and the months of the year
- \* Dates of events, holidays, activities, & celebrations
- *Connecting Topics:* All topics
- *Culture:* Appropriate food and drink during certain seasons, holidays, & occasions

**Japanese II**

**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading, and writing** students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**

**Family:**

- \* Description of immediate family
- *Connecting Topics:* Alphabet; Clothing; Colors; Daily Activities; Days, Months, Dates, & Times; Foods & Beverages; Greetings; Farewells & Personal Information; Numbers, Places & Locations
- *Culture:* Importance of the family and family events

**Food & Beverages:**

- \* Common foods and beverages
- \* Basic opinions
- \* Description
- *Connecting Topics:* Alphabet; Clothing; Colors; Daily Activities; Days, Months, Dates, & Times; Family; Numbers, Places & Locations; Seasons & Weather
- *Culture:* Specific foods & the occasions on which they are consumed; ordering and paying in restaurants

**Greetings, Farewells & Personal Information:**

- \* Types of greetings
- \* Exchange of appropriate personal information
- \* Types of farewells
- *Connecting Topics:* Alphabet; Daily Activities; Days, Months, Dates & Time; Family
- *Culture:* Appropriate gestures & forms of address used

**Numbers:**

- \* 0-100
- \* Use of numbers in dates, time, counting, telephone numbers, addresses, currency, shopping, ages, etc.
- *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather
- *Culture:* Visits to places and location for business and pleasure

**Places & Locations:**

- \* Common building names, e.g. library, museum, store, station
- \* Common geographic works, e.g. lake, mountain, park, state, country
- *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather
- *Culture:* Visits to places and location for business and pleasure

**Seasons & Weather:**

- \* Names of seasons
- \* Different kinds of weather
- *Connecting Topics:* Alphabet; Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Times; Family; Foods & Beverages; Numbers
- *Culture:* Visits to places and location for business and pleasure

## Japanese II Performance Indicators

| Topic                         | Communication  | Culture   |
|-------------------------------|--|---|
| Alphabet                      | <ul style="list-style-type: none"> <li>• Uses the Japanese alphabet and marking system to pronounce, understand and spell words</li> </ul>   | <ul style="list-style-type: none"> <li>• Distinguishes the characteristics of the French writing system</li> </ul>  |
| Classroom Objects             | <ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information related to the classroom objects using name, color, and size</li> </ul>   | <ul style="list-style-type: none"> <li>• Describes personal supplies used in the classroom</li> </ul>   |
| Clothing                      | <ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information related to clothing in terms of different types, shopping, color, cost, and appropriateness based on daily activities</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Explains the influence of culture on clothing choices</li> <li>• Describes folkloric costumes</li> </ul>   |
| Colors                        | <ul style="list-style-type: none"> <li>• Uses color to describe objects and present information regarding likes and dislikes</li> </ul>  | <ul style="list-style-type: none"> <li>• Describes the use of color in the culture</li> </ul>   |
| Daily Activities              | <ul style="list-style-type: none"> <li>• Listens, speaks, reads, and writes about daily activities</li> <li>• Exchanges, interprets, and presents information related to the daily activities of other</li> </ul>  | <ul style="list-style-type: none"> <li>• Identifies and describes typical leisure time activities in Japanese-speaking countries</li> </ul>   |
| Days, Months, Dates, and Time | <ul style="list-style-type: none"> <li>• Interprets, speaks, reads, and writes the names of the days of the week and the months of the year</li> <li>• Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations</li> </ul> | <ul style="list-style-type: none"> <li>• Describes appropriate food and drink during certain seasons, holidays, and occasions</li> </ul>  |
| Family                        | <ul style="list-style-type: none"> <li>• Exchanges information about the immediate family</li> </ul>   | <ul style="list-style-type: none"> <li>• Explains the importance of family and family events in a Japanese-speaking country</li> </ul>  |
| Food and                      | <ul style="list-style-type: none"> <li>• Exchanges interprets, and presents information about common foods and beverages</li> <li>• Describes food likes and dislikes</li> <li>• Describes eating customs and food groups</li> </ul>                         | <ul style="list-style-type: none"> <li>• Identifies typical food items from Japanese-speaking cultures and special events in which they may be consumed</li> <li>• Describes how to order and pay in restaurants</li> </ul> |

**Japanese II**  
**Performance Indicators (continued)**

| <b>Topic</b>                                   | <b>Communication</b>  | <b>Culture</b>  |
|--|---|---|
| Greetings, Farewells, and Personal Information | <ul style="list-style-type: none"> <li>• Describes, interprets, and engages in a variety of greetings</li> <li>• Exchanges personal information about self</li> <li>• Describes, interprets, and engaging in a variety of farewells</li> </ul>  | <ul style="list-style-type: none"> <li>• Describes appropriate cultural forms of address (formal and informal) and gestures</li> </ul>  |
| Numbers  | <ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information regarding numbers 0-100 in the context of date, time, counting, telephone numbers, addresses, currency, shopping, prices, and age</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses the Metric and English system</li> <li>• Describes the currency system in Japanese-speaking countries and exchange rates</li> </ul>             |
| Places and Locations                           | <ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about common building names including library, museum, store, and station</li> <li>• Exchanges, interprets, and presents information about common geographic words including lake, mountain, park, state, country</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies and describes typical places for visits and locations for business in a Japanese-speaking country</li> </ul>                              |
| Seasons and Weather                            | <ul style="list-style-type: none"> <li>• Names and describes the seasons in the context of weather</li> </ul>   | <ul style="list-style-type: none"> <li>• Compares seasons and weather in Japanese-speaking cultures to one's own</li> <li>• Describes holidays and their activities in each season</li> </ul> |