

Japanese III

Standard 1: Communication

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

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

1.2 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

MSBSD World Languages Content Standards

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

1.4 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 Level III student:

- identifies the main idea from simple instructions or conversations, basic survival situations, and familiar topics
- obtains meaning from simple conversations
- Identifies the main idea or specific information from a variety of sources

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 Level III student:

- identifies and restates main ideas of reading selections based on familiar vocabulary
- infers meaning of unfamiliar words and phrases from context
- responds to reading selections
- analyzes 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 Level III student:

- applies learned basic pronunciation and intonation patterns
- describes and narrates using learned vocabulary
- expresses and supports personal opinions
- maintains brief conversations on familiar topics
- asks and answers 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:

- uses expanded vocabulary and grammatical structures in writing descriptions and narratives and in expressing and supporting opinions
- writes to obtain and report information using expanded vocabulary and grammatical structures
- develops and organizes ideas by planning, drafting, proofreading and editing their own work and that of others

Standard 2: Culture

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

In order to meet this standard a Level III student:

- discusses and writes about components of the social patterns being studied
- uses culturally appropriate language and gestures to interact with peers and adults
- writes in a culturally appropriate manner in learned situations

**MSBSD World Languages
Course Outline**

Japanese III

Course Description:

Japanese III reviews basic grammatical structures and continues the study of grammar, vocabulary, and culture. Students further develop skills in understanding reading, speaking, and writing through short stories, poetry, articles, oral presentations, and written exercises. Students will read one unabridged work.

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

Adverbs

Clausal Expressions:

- before and after
- intention
- purpose
- relative clauses
- reporting hearsay
- when

Conjunctions and Disjunctions

Key Concepts & Structures

To Say or Think:

- opinions
- quotes

Pronunciation:

- sound discrimination

Te/Ta Forms:

- admonishment
- experience
- if, when
- obligation

Culture:

Students know and are able to

- discuss and write about components of the social patterns being studied
- use culturally appropriate language and gestures to interact with peers and adults
- write in a culturally appropriate manner in learned situations

Other Forms:

- conditional "to"
- plain commands

Conjunctive Forms:

- commands
- simultaneous actions

Plus Expansion of Levels II and 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 write Japanese for different purposes? |
| 2 | Culture | Can I use my knowledge of Japanese-speaking cultures? |

Level III Topics:

1. Arts & Entertainment
2. Extended Family
3. Food & Cuisine
4. Geography & Natural Features
5. House & Home
6. Literature
7. Transportation
8. Vacations
9. Plus Expansion of Level II & I Topics...

Level I 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

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

Arts & Entertainment:

- * Activities of Japanese youth
- * Activities and related abilities
- *Connecting Topics:* Extended Family; Food & Cuisine; House & Home; Transportation; Vacations
- *Culture:* Karaoke, pachinko, go, sumo, video games

Extended Family:

- * Step-relations
- * Family structure and roles
- * Marriage, divorce
- *Connecting Topics:* Arts & Entertainment; Food & Cuisine; House & Home
- *Culture:* Views on marriage & divorce; care of the elderly; traditional vs. modern roles

Food & Cuisine:

- * Tastes and seasonings: sweet, sour, spicy, etc.
- * Opinions of restaurants and foods
- * Cooking and recipes
- *Connecting Topics:* Arts & Entertainment; Extended Family; Geography; House & Home; Vacations
- *Culture:* Meal-time expressions; food customs; influences of foreign foods; food and cultural events

Geography & Natural Features:

- * Regions and places, e.g. mountains, continents, bodies of water
- * Physical features, e.g. hot springs, volcanoes, rice paddies
- *Connecting Topics:* Arts & Entertainment; Food & Cuisine; Literature; Transportation; Vacations
- *Culture:* Hiking, hot springs, rice paddies, volcanoes

Literature:

- * Short folk stories
- * Essays
- * Authors
- *Connecting Topics:* Geography & Natural Features
- *Culture:* Traditions

Transportation:

- * Car Parts
- * Traffic rules and driving
- * Travel in Japan
- *Connecting Topics:* Arts & Entertainment; Geography & Natural Features; Vacations
- *Culture:* Driving etiquette

Vacations:

- * Travel brochures and itineraries
- * Reservations for travel and lodging
- * Prepaid lodging
- *Connecting Topics:* Arts & Entertainment; Food & Cuisine; Geography & Natural Features; Transportation
- *Culture:* Customs related to travel and lodging; Japanese overseas

Japanese III

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**

House & Home:

- * Architectural features
- * Furnishings
- * Household chores and tools
- *Connecting Topics:* Arts & Entertainment; Extended Family; Food & Cuisine
- *Culture:* Ancestral homes, real estate, renting

Plus Expansion of Levels II and I Topics and Key Concepts

Japanese III Performance Indicators

Topic	Communication	Culture
Arts and Entertainment	<ul style="list-style-type: none"> • Applies terminology related to the art and entertainment world • Engages in conversations, interprets, and presents information about leisure time activities of Japanese youth • Exchange and interpret information about the skills, knowledge, and personal characteristics needed to pursue leisure time activities 	<ul style="list-style-type: none"> • Discusses the role of games and video games in Japanese culture including <i>Karaoke, pachinko, go, and sumo</i>.
Extended Family	<ul style="list-style-type: none"> • Describes step-relations • Describes the traditional structures and roles of the Japanese family • Explains views, including cultural, on marriage and divorce 	<ul style="list-style-type: none"> • Describes traditional vs modern roles in Japanese culture • Describes the care of the elderly
Food and Cuisine	<ul style="list-style-type: none"> • Exchanges, interprets, and presents information about food preferences, food types, seasonings, and eating customs • Identifies typical Japanese food items including tastes and seasonings and their origin • Describes Japanese opinions of restaurants and foods • Exchanges, interprets, and presents information about cooking and recipes 	<ul style="list-style-type: none"> • Describes meal-time expressions • Describes the influences of foreign foods • Identifies the relationship between food and cultural events • Describes food customs
Geography and Natural Features	<ul style="list-style-type: none"> • Exchanges, interprets, and presents information about regions and places, e.g. mountains, continents, bodies of water • Exchanges, interprets, and presents information about physical features, e.g., hot springs, volcanoes, rice paddies 	<ul style="list-style-type: none"> • Describes how physical features and the environment support occupations and leisure activities including hiking, rice paddies, and volcanoes

Japanese III
Performance Indicators (continued)

Topic	Communication	Culture
House and Home	<ul style="list-style-type: none"> • Describes the architectural features of a Japanese home • Exchanges, interprets, and presents information about furniture and its location in each room • Describes family routines, including household chores and tools, and explain what they indicate about the Japanese culture 	<ul style="list-style-type: none"> • Describes the relationship between ancestral homes, real estate, and renting
Literature	<ul style="list-style-type: none"> • Reads, discusses, and analyzes a variety of literary genres (including essays and short folk stories) and authors 	<ul style="list-style-type: none"> • Explains how literature reflects traditions in the Japanese-speaking world
Transportation	<ul style="list-style-type: none"> • Describes traffic rules and driving in Japanese countries • Explains the importance of car parts • Describes the various transportation systems throughout Japan, including personal modes of transportation 	<ul style="list-style-type: none"> • Describes driving etiquette
Vacations	<ul style="list-style-type: none"> • Uses travel brochures to research and create an itinerary and make reservations for future travel and lodging • Describes the custom of prepaid lodging 	<ul style="list-style-type: none"> • Describes similarities and differences in vacationing practices between Japanese-speaking countries and other countries • Describes customs related to travel and lodging • Describes travel overseas