

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT:	Foreign Language	
COURSE TITLE:	Modern Japanese	
PREREQUISITES:	Japanese II	1 Credit

COURSE DESCRIPTION:

In Modern Japanese, students will review and expand language skills in conversation, listening, composition, grammar, vocabulary, and reading abilities while examining a variety of current events and topics of interest in Japan today.

CONTENT STANDARDS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Modern Japanese should be able to . . .

Content Standard I. Communicate in languages other than English.

Benchmarks: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Comprehend and interpret written and spoken language on a variety of topics.
Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Content Standard II. Gain knowledge and understanding of other cultures.

Benchmarks: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Content Standard III. Develop insight into the nature of language and culture.

Benchmarks: Demonstrate insight into the nature of language through comparisons of the language studied and their own.
Demonstrate understanding of the concept of culture through comparisons of the language studied and their own.

Content Standard IV. Participate in multilingual communities at home and around the world.

Benchmarks: Use the language both within and beyond the school setting.
Show evidence of becoming lifelong learners by using the language for personal enjoyment and excitement.



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PREREQUISITES: Japanese II

**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
MODERN JAPANESE:**

Standard I. Communicate in languages other than English. Students in Modern Japanese should be able to...

Benchmark: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Indicators: Participate in predictable complex conversations which meet immediate needs.
Use pronunciation which is not distracting to native speakers in all circumstances.
Indicate understanding and interest.
Participate in simple conversations which go beyond immediate needs.
Talk comfortably about self, others, and immediate environment.
Give and follow simple directions.
Handle successfully a variety of uncomplicated, basic tasks and situations.
Use the target language to meet informal social demands.

Assessments: Final task: Create a virtual reality travel experience for your classmates

Strategies/Activities:

Repetition

Students will repeat words or phrases presented orally by the teacher or a tape recording individually or as a group.

Students will identify and repeat words or concepts expressed on flash cards or other visuals.

Students will ask and answer teacher questions orally and in writing using new vocabulary and structures.

Students will use new vocabulary to describe people, environments and/or situations.

Students will listen to, repeat, and read aloud conversations.

Students will create and present conversations.

Students will ask and answer questions of each other.

Benchmark: Comprehend and interpret written and spoken language on a variety of topics.



Indicators: Comprehend the principal message for media and short narratives.
Recognize familiar material in a variety of settings, by various speakers, and in simple recombination.
Use imagination to guess about content.
Consider the context and make suppositions.
Read aloud unfamiliar material with pronunciation not distracting to native speakers.
Comprehend main ideas and some facts from short, straightforward written material where vocabulary has been learned.
Comprehend commonly encountered direction or instructions such as those found on maps, menus, schedules, signs, etc.
Comprehend main themes and significant details presented in newspapers, magazines, e-mail or other printed sources used by speakers of the target language.

Assessments: Classroom assessments

Strategies/Activities:

Students will follow oral and written directions.
Students will answer oral and written questions.
Students will summarize main themes and significant details from printed or aural material.
Students will take notes from dictation or other aural or written sources.
TPR
VOC
SQ3R
Vocabograms
SVES
VENN diagrams
Frayer Model

Benchmark: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Indicators: Produce the *katakana* alphabet.
Decode basic kanji related to modern Japanese life.
Begin to describe and narrate in multiple paragraphs using hiragana, katakana, and kanji.
Take notes on unfamiliar topics.
Summarize the content of an article or documentary intended for native speakers of the target language.
Write or tell about modern products and/or practices of the target culture.

Assessments: Write a report on an aspect of modern Japanese culture and present highlights to the class.



Strategies/Activities:

The students will write down exactly what they hear spoken
The students will write increasingly complex sentences, paragraphs, and dialogs
Practice Japanese penmanship
Practice Japanese calligraphy
KWL

Standard II: Gain knowledge and understanding of other cultures. Students in Modern Japanese should be able to...

Benchmark: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Indicators: Analyze the role various events and circumstances have played on the global involvement of the target culture.
Recognize sensitive issues in the target culture.
Identify, analyze, and discuss various patterns of behavior or interaction typical of modern Japanese culture.
Learn about and participate in cultural activities such as games, songs, and celebrations.
Observe and record practices of the culture.
Identify, examine and discuss connections between modern Japanese perspectives and socially approved behavior patterns.

Assessments: Cultural connections final
Cultural Encounters project

Strategies/Activities:

Sing karaoke
Guest speakers
Videos
Watch live or recorded performances of music, dance, etc.
Examine realia from the culture studied
Participate in celebrations
Observe cultural holidays
KWL
Reflection

Benchmark: Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Indicators: Recognize themes, ideas, or perspectives of modern Japanese culture.
Search for, identify, and investigate the function of utilitarian products of the culture studied.



Identify, discuss and analyze intangible products of the target culture (such as rhymes, songs, dances, educational and other systems) and explore relationships between and among these institutions and the perspectives of the culture.

Produce artwork, crafts, or graphic representations enjoyed or made by the culture studied.

Observe and record practices of the culture.

Assessments: Cultural Connections final

Strategies/Activities:

Sing *karaoke*

Guest speakers

Videos

Watch live or recorded performances of dance, music, etc.

Field trips

Standard III. Develop insight into the nature of language and culture. Students in Modern Japanese should be able to...

Benchmark: Demonstrate insight into the nature of language through comparisons of the language studied and their own.

Indicators: Recognize and use idiomatic expressions in the language being learned and talk about how idiomatic expressions work in general.
List words that appear to be the same in English and the language being studied, but may have different meanings.

Assessments: Students will translate level appropriate target language samples into English and discuss the processes which aided in comprehension.

Strategies/Activities:

Translate

Use a target language dictionary

Benchmark: Demonstrate understanding of the concept of culture through comparisons of the language studied and their own.

Indicators: Compare and contrast tangible products of the target culture and their own, such as toys, sports, food, types of dwellings, equipment, etc.
Compare and contrast intangible products of the target culture and their own, such as rhymes, songs, folk tales, dances, educational and other systems, etc.

Assessments: Second semester final task: Students will compare their own culture to the target culture.



Strategies/Activities:

- Role plays
- Illustrate stories
- VENN diagrams
- Classroom discussion

**Standard IV. Participate in multilingual communities at home and around the world.
Students in Modern Japanese should be able to...**

Benchmark: Use the language both within and beyond the school setting.

Indicators: Consider the availability of technology for communication in the target culture.
Recognize ways in which second language skills can be applied outside a school setting.
Use the target language to solve typical travel dilemmas in simulations.
Observe long distance communications with the target culture.

Assessments: Required culture/language encounters experiences outside the school setting.

Strategies/Activities:

- Observe long distance communications with the target culture
- Use the Internet, long distance phone calls and/or faxes to research about the target culture.

Benchmark: Show evidence of becoming lifelong learners by using the language for personal enjoyment and excitement.

Indicators: Seek out and take advantage of opportunities to interact with the target language and culture outside the classroom.
Read and/or use various media from the language and culture for entertainment or personal growth.
Interact with others using the language.
Consider future plans and the role second language skills might play in them.

Assessments: Language/culture encounters

Strategies/Activities:

- Make students aware of opportunities for interaction with the target language/culture.
- Interact with members of hosting family.
- Interact with classmates and staff at partner school.
- Interact with service sector while shopping, traveling, and attending cultural events.



No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

