

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

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

COURSE DESCRIPTION:

In Traditional Japanese, students will review and expand language skills in conversation, listening, composition, grammar, and reading abilities while examining a variety of traditional Japanese practices, products, and perspectives.

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 Traditional 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 and culture.
- 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
TRADITIONAL JAPANESE:**

Standard I. Communicate in languages other than English. Students in Traditional 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: Prepare and present a skit in which you act out a Japanese folk tale

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: Recognize familiar material in a variety of settings, by various speakers, and in simple recombination.
Identify the topics of familiar material used in unfamiliar settings.
Use imagination to guess about content.
Read aloud unfamiliar material with pronunciation not distracting to native speakers.
Decode basic kanji used in traditional Japanese culture.
Comprehend the main idea and some facts from short, straightforward written material where vocabulary has been learned.

Assessments: Classroom assessments: reading aloud/reading comprehension.

Strategies/Activities:

Students will follow oral and written directions.
Students will answer oral and written questions.
Students will take notes from dictation or other aural or written sources.
TPR
Mapping
VENN diagrams
Frayer Model
VOC
SQ3R
Vocabograms
SVES

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

Indicators: Produce the *katakana* alphabet.
Begin to produce basic kanji related to traditional Japanese culture.
Describe and narrate in multiple paragraphs using hiragana and kanji.
Take notes on unfamiliar topics.
Write or tell about traditional products and/or practices of the target culture.
Tell or retell stories orally or in writing.
Recite poems commonly read by speakers of the target language.

Assessments: Final task: Write a report on an aspect of traditional 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
KWL



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

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

Indicators: Identify, analyze and discuss traditional patterns of behavior or interaction in Japanese culture.
Learn about and participate in cultural activities such as games, songs, story telling, dramatizations and celebrations.
Identify, examine and discuss connections between traditional cultural perspectives and socially approved behavior patterns.
Research topics of cultural and historical significance.
Identify, examine, and discuss connections between traditional cultural perspectives and socially approved behavior patterns.

Assessments: Both semesters: Cultural connections

Strategies/Activities:

Guest speakers
Videos
Slides
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 traditional themes, ideas, or perspectives of the culture studied.
Identify, discuss and analyze traditional intangible products of the target culture (such as rhymes, songs, folk tales, dances, educational and other systems) and explore relationships among these institutions and the traditional perspectives of the culture.
Experience, discuss, and analyze traditional expressive products of the culture.
Explore the traditional relationships among the products, practices, and perspectives of the culture studied.
Produce artwork, crafts, or graphic representations traditionally enjoyed or made by the culture studied.
Research issues of cultural and historical significance.



Assessments: Cultural Connections project

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

Benchmark: Demonstrate insight into the nature of language and culture.

Indicators: Identify phrases and idioms that do not translate directly into English.

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

Strategies/Activities:

Translate

Use a variety of electronic translators and analyze their effectiveness.

Practice using dictionaries to aid in comprehension.

Word process using language appropriate symbols.

Practice using a kanji dictionary.

Use a target language dictionary to identify the meaning of language which does not translate directly.

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.
Analyze the relationship of perspectives and practices in traditional Japanese culture and compare and contrast those with their own.
Analyze the relationship between the products and perspectives in traditional Japanese culture and compare and contrast those with their own.

Assessments: Students will compare their own culture to traditional Japanese 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 Traditional Japanese should be able to...

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



Indicators: Access the target culture and language using available technology.
Recognize ways in which second language skills can be applied outside a school setting.
Interact with others using the language.

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 language.
Interact with members of hosting family.
Interact with classmates and staff from partner school.
Interact with service sector while shopping, traveling, and attending cultural events.

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 and personal growth.
Interact with others using the language.

Assessments: Language/culture encounters

Strategies/Activities:

Interact with members of hosting family.
Interact with classmates and staff from partner school.
Interact with service sector while shopping, traveling, and attending cultural events.
Be aware of opportunities for interaction with the target culture.

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.

