

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Foreign Language

COURSE TITLE: Japanese II

PREREQUISITES: Japanese I

2 Credits

COURSE DESCRIPTION:

Japanese II emphasizes vocabulary expansion and continued development of the structure of the language. Self-expression and listening skills are strengthened through question-answer drills, informal conversation, dialogues, and speeches. Reading and writing skills receive more attention than in first year Japanese. Current events, culture, and career information continue to be integral parts of the curriculum. Japanese is spoken as much as possible by teacher and students.

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 Japanese II 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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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
JAPANESE II:**

Standard I. Communicate in languages other than English. The students in Japanese II should be able to...

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

Indicators: Produce accurately the sounds of familiar material.
Follow simple directions.
Participate in simple, directed conversations which meet immediate needs.
Use intonation to differentiate between statements, commands, and questions.

Assessments: Final task: First semester: Answer oral questions about your life in Urbandale to your “host parent”.
Final task: Second semester: Oral interview with teacher about your “year abroad”.

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 material studied when encountered in familiar contexts.



Begin to identify the topics of familiar material used in unfamiliar settings.
Read aloud familiar material with pronunciation not distracting to native speakers.
Decode the *katakana* alphabet.
Comprehend the principal message for media and short narratives.

Assessments: Classroom assessments

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: Begin to produce the *katakana* alphabet.
Write simple letters.
Write or tell about products and/or practices of the target culture.
Take notes on familiar topics.

Assessments: Final task first semester: Write a letter introducing yourself to your “host family” in Japan.
Final task second semester: Write a letter to your teacher to describe your “experiences” while abroad.

Strategies/Activities:

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

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

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



Indicators: Discuss issues of particular interest in the culture studied.
Recognize some of the differences in social demands between one's own culture and others.
Learn about and participate in cultural activities such as games, songs, story telling, dramatizations, and celebrations.

Assessments: Both semesters: Cultural connections final

Strategies/Activities:

- Guest speakers
- Videos
- Photographs
- 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: Be aware of circumstances past and present of the people studied.
Search for, identify, and investigate the function of utilitarian products of the cultures studied.
Produce artwork, crafts, or graphic representations enjoyed or made by the culture studied.

Assessments: Cultural connections final

Strategies/Activities:

- Sing karaoke
- Guest speakers
- Videos/photographs
- Watch live or recorded performances of music, dance, etc.
- Examine realia from the culture studied.
- Participate in celebrations.
- Observe cultural holidays.
- KWL
- Read articles, examine newspapers and magazines, check web sites.

Standard III. Develop insight into the nature of language and culture. The students Japanese II should be able to...

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



Indicators: Cite and use words that are borrowed in the language they are learning and their own and consider why languages in general might need to borrow words.

Assessments: Students will use *katakana* to express foreign words.

Strategies/Activities:

Pronounce and write English words borrowed by the Japanese language.

Practice using dictionaries to aid in comprehension.

Word process using language appropriate symbols.

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

Indicators: Cite and use words that are borrowed in the language they are learning and their own and consider why languages in general might need to borrow words.
List words that appear to be the same in English and the language studied, but may have different meanings.

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.

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.

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

Strategies/Activities:

Guest speaker(s) who use Japanese in the world of work.

Observe long distance communications with 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.

Assessments: Language/culture encounters

Strategies/Activities:

Students will become aware of opportunities for interaction with the target language/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.

