

FOREIGN LANGUAGE**Subject Area**

COURSE TITLE: JAPANESE 1

COURSE CODE: L0321

GRADE LEVEL: Grade 9

COURSE LENGTH: ONE YEAR

PREREQUISITE: NONE

CREDIT: 10 UNITS

UC/CSU CREDIT: Receives UC/CSU credit for Foreign Language, "e"

GRADUATION REQUIREMENT: Fulfills 10 units of Foreign Language/Visual and Performing Arts graduation requirement

STANDARDS AND BENCHMARKS Standard 1: 1.1 a-c, 1.2 a, 1.3 a-b, 1.4 a-d; Standard 2: 2.1 a-e; Standard 3: 3.1 a-c; Standard 4: 4.1 a-d; Standard 5: 5.1 a-c, 5.2 a-b

COURSE DESCRIPTION This introductory course in foreign language provides students, who have no prior training in the language, an opportunity to develop basic listening, speaking, writing, and reading skills. In addition to functional language skills, students are provided an introduction to the culture of countries whose language they are studying.

COURSE GOALS Students will:

1. Develop basic verbal and written language skills necessary to be successful at subsequent levels of study.
2. Acquire linguistic and verbal skills to communicate in a pluralistic society.

TEXTBOOK MATERIALS Yookoso; Glencoe/McGraw Hill; 1997.

TEACHER RESOURCES Learn Japanese – University of Hawaii
Workbook Yookoso, Transparencies, Films, Teachers' Prepared Tests and Worksheets

Acalanes Union High School District
Course Content and Performance Objectives
Japanese 1

SAT-9 HSEE Standards & Assessment Benchmarks Timeline

<u>STANDARD 1</u>	SAT-9	HSEE	Standards & Assessment Benchmarks	Timeline
<p>1.0 Student communicates in Japanese language.</p> <p>1.1 Understands basic spoken language about personal routines and daily life.</p> <p>a. Recognizes and interprets vocabulary relating to topics such as: daily activities, family, hobbies, school, sports, travel, clothing, shopping, restaurants and health.</p> <p>b. Learns appropriate vocabulary relating to the topics listed above, along with greetings and classroom expressions.</p> <p>c. Recognizes major phonetic differences in the target language.</p> <p>1.2 Interprets basic written language about personal routines and daily life.</p> <p>a. Comprehends brief written messages and short personal notes on familiar topics such as family, school events and celebrations.</p> <p>1.3 Expresses himself orally on a variety of topics pertaining to personal routines and daily life.</p>	N/A	N/A	<p>1.0</p> <p>1.1</p> <p>1.2</p> <p>1.3</p>	<p>70%</p> <p>Q/A, PR OP</p> <p>RC, Q/A</p> <p>OP, PR, D, Q/A</p>

WS-Writing Sample QA-Question/Answer PR-Physical Response
D-Dialogue OP-Oral Performance RC-Reading Comprehension
CP-Cultural Project SR-Selected Response L-Listening Comprehension
CR-Constructed Response

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	SAT-9	HSEE	Standards & Benchmarks	Assessment	Timeline
<p>a. Pronounces basic sounds of target language.</p> <p>b. Expresses likes and dislikes, and relates personal experiences.</p> <p>1.4 Expresses himself in writing on a variety of topics pertaining to personal routines and daily life.</p> <p>a. Proficient in basic grammatical structures of the target language, such as the present, past or future tenses.</p> <p>b. Expresses likes and dislikes, and relates personal experiences.</p> <p>c. Uses Verbs and other grammatical structures correctly: Present; past tense forms, pronouns, adjectives, interrogative, demonstrative, honorifics, volitional forms</p> <p>d. Writes short paragraphs using basic vocabulary and grammatical structures.</p>			1.4	WS, P	
<u>STANDARD 2</u>					
2.0 Student gains knowledge and understanding of other cultures.	N/A	N/A	2.0		10%
2.1 Demonstrates basic understanding of the culture of the target language, including practices and resources.			2.1	D, OP, Q/A, LC, CP	

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<ul style="list-style-type: none"> a. Uses appropriate gestures and body language typical of the target culture. b. Makes comparisons on a variety of topics, including school and youth culture. c. Knows the familiar and formal forms of address. d. Recognizes cultural differences in the use of numbers appropriately. e. Locates target language countries and major cities on map. 					
<u>STANDARD 3</u>					
<p>3.0 Student develops insights into the nature of language through comparisons of the language studied and his own.</p> <p>3.1 Acquires basic understanding of the target language by comparing and contrasting features of the target language and his own.</p> <ul style="list-style-type: none"> a. Understands and contrasts the following: written expression such as letters and characters, gender, parts of speech, verb conjugation, tense and meaning, grammar and syntax. b. Demonstrates knowledge of punctuation, capitalization, accents and writing systems. 	N/A	N/A	3.0	SR, PR, OP, RC, WS	10%
			3.1		

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<p>c. Recognizes cognates and idiomatic expressions.</p> <p><u>STANDARD 4</u></p> <p>4.0 Student makes connections with other disciplines and acquires information.</p> <p>4.1 Develops understanding of other disciplines through the study of the target language and its culture.</p> <p>a. Acquires basic knowledge in interdisciplinary areas, such as geography, history, English, art, music.</p> <p>b. Gains life skills in the areas of health, social etiquette, travel, money exchange.</p> <p>c. Increases knowledge of important dates, events, and figures.</p> <p>d. Becomes aware of additional disciplines such as sociology, anthropology, and archaeology.</p> <p><u>STANDARD 5</u></p> <p>5.0 Student participates in multilingual communities at home and around the world.</p>	N/A	N/A	4.0 4.1	WC, PR, SR	5%

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<p>5.1 Demonstrates basic use of the target language in the school setting and becomes aware of opportunities to use it in real world situations.</p> <p>a. Describes the unique characteristics of people, places and objects.</p> <p>b. Expresses likes and dislikes regarding specific cultural topics.</p> <p>c. Displays awareness of target language words used in English.</p>			5.1	QA, SR, OP	
<p>5.2 Understands the value of knowing a foreign language.</p> <p>a. Is aware of target language use in the community (signs, street names, etc.).</p> <p>b. Understands the need for second language ability in today's world.</p>			5.2	FR	

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TEACHING STRATEGIES AND PROCEDURES

Lectures	Cultural projects
Group Work	Transparency/Overhead Projections
Modeling	Video/computer software
Language Lab	

GRADING CRITERIA

Tests & Quizzes	65%
Projects, homework	25%
Class participation	10%