

FOREIGN LANGUAGE**Subject Area**

<u>COURSE TITLE:</u>	JAPANESE II
<u>COURSE CODE:</u>	L0322
<u>GRADE LEVEL:</u>	Grades 10-12
<u>COURSE LENGTH:</u>	ONE YEAR
<u>PREREQUISITE:</u>	JAPANESE I
<u>CREDIT:</u>	10 UNITS
<u>UC/CSU CREDIT:</u>	Receives UC/CSU credit for Foreign Language, “e”
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 units of Foreign Language/Visual and Performing Arts graduation requirement
<u>STANDARDS AND BENCHMARKS</u>	Standard 1-1.1 a-b, 1.2a-b, 1.3 a, 1.4a-b; Standard 2-2.1 a-c, Standard 3-3.1a-e; Standard 4-4.1 a-d; Standard 5-5.1 a, 5.2 a-c
<u>COURSE DESCRIPTION</u>	This second year language course enables students to develop intermediate proficiency in the language skills of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, and continue to study the culture of countries using the language.
<u>COURSE GOALS</u>	Students will: <ol style="list-style-type: none">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 effectively in a pluralistic society.
<u>TEXTBOOK MATERIALS</u>	<u>Yookoso</u> ; Glencoe/McGraw Hill, 1997
<u>TEACHER RESOURCES</u>	Learn Japanese- University of Hawaii, Workbook <u>YOOKOSO</u> , Transparencies, Films, Teachers’ Prepared Tests and Worksheets

**Acalanes Union High School District
Course Content and Performance Objectives
Japanese 2**

SAT-9 HSEE Standards & Assessment Benchmarks Timeline

<u>STANDARD 1</u>	SAT-9	HSEE	Standards & Benchmarks	Assessment	Timeline
<p>1.0 Student communicates in Japanese language.</p> <p>1.1 Understands spoken language about personal routines and daily life, involving more complex grammatical structures.</p> <p>a. Begins to distinguish among various tenses, such as present/past.</p> <p>b. Understands more complex language involving past, present and future events, relating to personal life.</p> <p>1.2 Interprets written language about personal routines and daily life, involving more complex grammatical structures.</p> <p>a. Begins to distinguish among various tenses, such as present/past.</p> <p>b. Understands more complex language involving past, present and future events, relating to personal life.</p> <p>c. Reads paragraphs, dialogues, short readings showing comprehension through ability to answer questions about the topic.</p>	N/A	N/A	1.0	LC, SR	70%

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

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Japanese 2**

	SAT-9	HSEE	Standards & Benchmarks	Assessment	Timeline
<p>1.3 Expresses himself orally on a variety of topics and begins to gather and relates detailed information.</p> <p>a. Acquires additional vocabulary, relating everyday activities and personal experiences.</p> <p>b. Uses appropriate gender articles pronouns</p>			1.3	D, OP, QA	
<p>1.4 Expresses himself in writing on a variety of topics and begins to gather and give detailed information.</p> <p>a. Develops ability to express likes and dislikes, preferences, desires, and relates personal experiences, as well as everyday needs.</p> <p>b. Uses correct grammatical structures, such as: present, past tense forms, present perfect, pronouns, possessive, comparative/superlative degree, (comparison), honorifics, demonstrative, particles, polite imperative, experience, relative clause, nominalizer</p>			1.4	WS, CR, D	

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<u>STANDARD 2</u>					
2.0 Student gains knowledge and understanding of other cultures.	N/A	N/A	2.0	CP	10%
2.1 Demonstrates and enhances understanding of the culture of the target language.			2.1		
a. Understands various cultural practices, foods and various authentic realia.					
b. Recognizes differing cultural practices.					
c. Compares and contrasts cultural practices.					
d. Knows where target language is spoken.					
<u>STANDARD 3</u>					
3.0 Student develops insights into the nature of language through comparisons of the language studied and his own.	N/A	N/A	3.0	WS, OP, SR	10%
3.1 Acquires intermediate understanding of the target language through comparisons and contrasts between the target language and his own.			3.1		
a. Understands and contrasts verb tenses and/or moods.					
b. Increases knowledge of idiomatic expressions.					

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c. Uses with increased accuracy the following: adverbs, adjectives, pronouns and prepositions. d. Uses appropriate vocabulary. e. Acquires dictionary skills. <ul style="list-style-type: none"> • Word derivations 					
<u>STANDARD 4</u>					
4.0 Student makes connections with other disciplines and acquires information.	N/A	N/A	4.0	RC, LC, OP, WS	5%
4.1 Develops understanding of other disciplines through the study of the target language and its culture.			4.1		
a. Acquires basic knowledge in interdisciplinary areas, such as geography, history, English, art, music. b. Gains life skills in the areas of health, social etiquette, travel, money exchange. c. Increases knowledge of important dates, events, and figures. d. Understands additional disciplines such as sociology, anthropology, and archaeology.					

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	SAT-9	HSEE	Standards & Benchmarks	Assessment	Timeline
<u>STANDARD 5</u>					
5.0 Student participates in multilingual communities at home and around the world.	N/A	N/A	5.0	QA, OP, RC, LC	5%
5.1 Demonstrates intermediate use of the target language in the school setting and explores its applications beyond the school environment.			5.1		
a. Describes the unique characteristics of people, places, objects and ideas in detail.					
b. Uses key idiomatic expressions involving agreement/disagreement, interest, prefaces, salutations, and expressions of sympathy.					
5.2 Recognizes the value of learning languages, and uses them for personal enrichment.			5.2	RC, LC	
a. Understands the need for acquiring second language ability for work, travel or personal reasons.					
b. Begins to use the target language to increase personal enrichment (music, personal contacts).					
c. Interacts with native speakers					

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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	35%
Class participation	10%