



Department of Teaching & Learning
Parent/Student Course Information

JAPANESE II
(FL5860)

One credit, one year
GRADES 9-12

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students continue the sequential development of all communicative skills in Japanese. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

Japanese I

OPTIONS FOR NEXT COURSE

Japanese III

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., French I, Latin I or Spanish I (Grades 6-12), German I (Grades 7-12) or Russian I (Grades 9-12).

REQUIRED STUDENT TEXTBOOK

Adventures in Japanese I 4th edition (Cheng & Tsui, 2014)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal text with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from primary sources, print media, and audio/visual media.

JAPANESE II

Interpersonal Communication

- NWII.1 The student will exchange spoken and written information and ideas in the target language.
1. Give and follow basic instructions.
 2. Ask formulaic questions and provide responses about self, others, and the immediate environment, such as exchanges concerning people, plans, events, feelings, emotions, and geographic direction and location.
- NWII.2 The student will initiate, sustain, and close brief oral and written exchanges in the target language, using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect appropriate timeframes.
 2. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.

Interpretive Communication: Listening and Reading for Understanding

- NWII.3 The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.
1. Identify some details and key words when listening to, and reading in the target language.
 2. Understand culturally authentic materials, such as, announcements, messages, and advertisements in familiar contexts.
 3. Understand and respond appropriately to simple instructions presented in informational materials, such as filling in forms with personal information.
 4. For character-based languages, expand understanding of basic compounds, radicals, and traditional or simplified characters in Chinese or hiragana, katakana, and kanji in Japanese.
- NWII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language with familiar vocabulary.
1. Differentiate among increasingly complex types of statements, questions, and exclamations.
 2. Understand culturally appropriate gestures, body language, and intonation in order to clarify the message.

Presentational Communication: Speaking and Writing

- NWII.5 The student will present information orally and in writing in the target language, using previously learned language in simple sentences and paragraphs.
1. Relate in some detail the main ideas from level-appropriate print or non-print materials.
 2. Present information, using structures that reflect present, past, and future time frames.
 3. Demonstrate attention to accurate intonation, pronunciation, and tones where appropriate.
 4. Demonstrate attention to accurate word order, punctuation, tone marks, and spelling or stroke order where appropriate.
 5. Write simple sentences on familiar topics in short paragraphs.

NWII.6 The student will present in the target language rehearsed and unrehearsed material, such as skits, short narratives, and songs that reflect the target culture.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Present ideas in an organized manner, using appropriate visual and technological support.

Cultural Perspectives, Practices, and Products

NWII.7 The student will demonstrate understanding of the perspectives, practices, and products of the culture(s) studied.

1. Participate in authentic or simulated cultural activities, such as family gatherings, holiday celebrations, and community events.
2. Identify and discuss patterns of behavior typically associated with the target culture(s), such as business practices, customs, traditions, and family dynamics.
3. Explore the influence of the geography and history of the countries studied on cultural elements, such as food, clothing, dwellings, transportation, language, music, and art.

Making Connections through Language

NWII.8 The student will use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

1. Give examples of the influence of the target language and culture(s) on other subject areas.
2. Compare information acquired in other subject areas to topics discussed in the target language class.

Linguistic and Cultural Comparisons

NWII.9 The student will compare and contrast elements of the target language with those of English and other languages.

1. Recognize critical sound distinctions and intonation patterns in the target language and in English and their effects on the communication of meaning.
2. Compare the diverse and unique aspects of language-specific vocabulary and structural patterns of the target language and of English.

NWII. 10 The student will demonstrate understanding of similarities and differences between the culture(s) studied and those of the United States.

1. Identify similarities and differences of traditions of the target-language culture(s) and those of the United States, such as, holidays, food, family, and celebrations.
2. Identify similarities and differences of geography and the impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, and art.

Interacting in School and Global Communities

NWII.11 The student will improve target-language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Explain aspects of the target culture(s) discovered through interaction with target-language speakers, and authentic media or technology.
2. Use target-language resources, such as individuals and organizations in the community or technology, to reinforce cultural knowledge.

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For further information please call (757) 263-1070.

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