

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Course of Study Information Page

Course Title: Japanese 2 (Course #426)	
Course Description: Continuation of elementary Japanese. Students learn how to speak at different levels of politeness. Vocabulary is increased, and students learn more advanced conversation, letter writing and basic calligraphy.	
Length of Course:	Year
Grade Level:	9 - 12
Credit: 5 credits each semester <input checked="" type="checkbox"/> Meets graduation requirements <input checked="" type="checkbox"/> Request for UC "a-f" requirements <input checked="" type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	Japanese 1 with grade of C or better or teacher recommendation
Department(s):	Foreign Language
District Sites:	EDHS, ORHS, PHS, UMHS
Board of Trustees Adoption Date:	February 28, 2001
Textbook(s)/Instructional Materials:	Miscellaneous supplementary materials
Date Adopted by the Board of Trustees:	N/A

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Department: Foreign Language
Course Title: Japanese 2

STANDARDS

- Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studies.
- Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 7: Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.
- Standard 8: Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.
- Standard 9: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.
- Standard 10: Students use the language both within and beyond the school setting.
- Standard 11: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
- Standard 12: Students engage in the activities which prepare them to use the target language to achieve career goals.

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Department: Foreign Language
 Course Title: Japanese 2

UNIT #1: Explore world around us; give information about our personal interests.

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
1. Follow and give directions for participating in age-appropriate cultural activities and investigating the function of products of the foreign culture. They ask and respond to questions for clarification.	<ul style="list-style-type: none"> • Working in pairs to direct partners to perform a specific activity such as drawing a picture, navigating to a particular place, constructing an item, or finding a hidden item. 	1
2. Exchange information about personal events, memorable experiences, and other school subjects with peers and/or member of the foreign culture.	<ul style="list-style-type: none"> • Relating personal experiences related to topics such as travel, home life, school experiences, getting around town (orally or in written formats such as paragraphs, lists, Venn diagrams, or groups of categories. 	1
3. Demonstrate understanding of announcements and messages connected to daily activities in the target culture.	<ul style="list-style-type: none"> • Listing the steps involved in the activity. • Listing items required to do it. • Explaining how the individual student goes about doing the same thing. • Generalizing about who would do the activity and when and why. 	2
4. Demonstrate understanding of the main themes and significant details on topics from other subjects and products of the cultures as presented on T.V., radio, video, or live presentations.	<ul style="list-style-type: none"> • Answering questions about content. • Responding with personal reactions to those main ideas • Repeating main ideas to compare to classmates and comparing responses. 	2
5. Demonstrate understanding of the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, e-mail, or other printed sources used by speakers of the target language.	<ul style="list-style-type: none"> • Answering questions about content • Responding with personal reactions to those main ideas • Repeating main ideas to compare to classmates and comparing responses • Responding to letters or e-mail • Writing headlines for news articles 	

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
6. Use knowledge acquired in other settings and from other subject areas to demonstrate comprehension of spoken and written messages in the target languages.	<ul style="list-style-type: none"> • Using mathematics to calculate Fahrenheit/Celsius and metric conversions • Using literary and grammar understanding from language arts • Analyzing how history and geography have affected current conditions in the country • Using knowledge of healthful exercise and eating habits to give advice 	
7. Present short plays and skits, recite selected poems and anecdotes, and perform songs in the language for a school-related event such as a board meeting or PTA meeting.	<ul style="list-style-type: none"> • Presenting text or student-created works based on themes being studied 	
8. Observe, analyze, describe, and discuss patterns of behavior typical of their peer group.	<ul style="list-style-type: none"> • Relating these activities to functions studied in Level 2 such as asking and giving advice, choosing and buying clothing, talking about how people are feeling, how rooms are arranged based on personal preferences 	
9. Use appropriate verbal and nonverbal behavior for daily activities among peers and adults.	<ul style="list-style-type: none"> • Incorporating (target language) body language and gestures into conversations 	
10. Learn about and participate in age-appropriate cultural practices such as games (role of leader, taking turns, etc.), sports, and entertainment (e.g., music, dance, drama).	<ul style="list-style-type: none"> • Playing learning games in class • Performing in class or for parents and other classes 	
11. Experience (read, listen to, observe, perform, respond creatively to) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, and drama) and then explore the effects of these products on the larger community.	Reading, watching and listening to music, text selections and videos	
12. Search for, identify, and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods, and clothing) of the culture studied as found within their homes and community.	<ul style="list-style-type: none"> • Talking about what is done with items of everyday life such as clothing, sports and camping equipment 	
13. Discuss topics from other school subjects in the target language, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information.	<ul style="list-style-type: none"> • Talking about <ul style="list-style-type: none"> - Nationalities - Weather - Distances 	

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
14. Read, listen to, and talk about school content, such as folk tales, short stories, poems, and songs written for native speakers of the target language.	<ul style="list-style-type: none"> • Reading and extracting information from target language authentic documents such as maps, tourist brochures, menus, cartoons, music groups, forms to complete, tickets, schedules • Learning to skim and scan texts at a level for native speakers 	
15. Demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.	<ul style="list-style-type: none"> • Incorporating correct use of familiar and formal “you” into speech and writing • Practicing using honorifics when speaking to people in authority • Using listener’s name with expressions of greeting • Varying dialogs and register of language used to fit the person being spoken to 	
16. Demonstrate an awareness that languages have critical sound distinctions that must be mastered in order to communicate meaning.	<ul style="list-style-type: none"> • Doing listening activities in which student differentiates between different word meanings due to different sounds • Practicing sound differences with tapes, language labs and teacher • Communicating with others 	
17. Contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.	<ul style="list-style-type: none"> • Making Venn diagrams • Acting out situations in both languages 	
18. Demonstrate an awareness that they, too, have a culture, based on comparisons of sample daily activities in the target culture and their own.	<ul style="list-style-type: none"> • Making Venn diagrams 	
19. Speculate about why certain products originate in and/or are important to particular cultures as a result of analyzing selected products from the target cultures and their own.	<ul style="list-style-type: none"> • Listening to regional music • Observing photos and regalia of regional products 	
20. Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) as a result of analyzing selected practices from the target cultures and their own.	<ul style="list-style-type: none"> • Discussing holidays of the target culture • Comparing above to American holidays to analyze which have parallels in other culture (listing, Venn diagrams) • Preparing foods • Making greeting cards • Relating practices to origin of the celebration 	

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
21. Present information about the language and culture to others.	Doing research and constructing projects or demonstrations to present to class. Possible topics: <ol style="list-style-type: none"> a. Body language b. Foods and eating customs c. Architecture d. History of a person or region e. Music f. School life g. Sports 	
22. Exchange information around topics of personal interest.	Interviewing classmates about: <ol style="list-style-type: none"> a. Shopping habits b. Eating habits c. Daily routines d. Leisure activities e. Health and exercise habits f. Descriptions of people and places 	
23. Attend or view via media cultural events and social activities.	<ul style="list-style-type: none"> • Attending plays with cultural themes • Viewing videos in the target language 	
24. Listen to music, sing songs, or play musical instruments from the target culture.	Listening to music from the target language culture	
25. Compare and contrast a variety of career options in which the use of languages other than English is critical.	Researching career options and how the target language would be useful; what other skills would also be needed	

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Department: Foreign Language
 Course Title: Japanese 2

UNIT #2: Request information and express personal thoughts and ideas.

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
1. Follow and give directions for participating in age-appropriate cultural activities and investigating the function of product of the foreign culture. They will ask and respond to questions for clarification.	<ul style="list-style-type: none"> • Responding to specific teacher commands. 	1
2. Acquire goods, services, or information orally and/or in writing.	<ul style="list-style-type: none"> • Role-playing situations in stores, airports, restaurants, school, customs. 	1
3. Demonstrate comprehension of information and messages related to other school subjects.	<ul style="list-style-type: none"> • Role-playing and interviews. • Answering comprehension questions. • Putting information into categories. 	2
4. Demonstrate understanding of the main themes and significant details on topics from other subjects and products of the cultures as presented on T.V., radio, video, or live presentations.	<ul style="list-style-type: none"> • Answering comprehension questions. • Categorizing • Putting main events into chronological order. • Giving instructions to another person based on information obtained. • Making lists of items mentioned or portrayed visually. • Making lists of activities shown in the presentation. 	2
5. Demonstrate understanding of the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, e-mail, or other printed sources used by speakers of the target language.	<ul style="list-style-type: none"> • Answering comprehension questions • Categorizing • Putting main events into chronological order • Giving instructions to another person based on information obtained • Making lists of items mentioned or portrayed visually • Making lists of activities shown in the presentation • Responding in the target language to letters and e-mail 	2

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
6. Use knowledge acquired in other settings and from other subject areas to demonstrate comprehension of spoken and written messages in the target languages.	<ul style="list-style-type: none"> • Answering comprehension questions • Categorizing • Putting main events into chronological order • Giving instructions to another person based on information obtained • Making lists of items mentioned or portrayed visually • Making lists of activities shown in the presentation • Demonstrate how to perform a task while explaining the steps in the target language 	2
7. Prepare audio or video recorded messages to share locally or with school peers and/or members of the target cultures on topics of personal interest.	<ul style="list-style-type: none"> • Exchanging taped messages with students in a different class • Writing to penpals • Exchanging videos with the target language speakers in other countries or regions of the U.S. 	3
8. Prepare stories or brief written reports about personal experiences, brief personal events or other school subjects to share with classmates and/or members of the target cultures.	<ul style="list-style-type: none"> • Exchanging letters with students in a different class • Write stories to share with elementary school classes • Exchanging e-mail with other students in the target language • Writing an "I" story for class to read and guess who the author is 	3
9. Observe, analyze, describe, and discuss patterns of behavior typical of their peer group.	<ul style="list-style-type: none"> • Listing typical activities • Categorizing activities (ex: leisure/school-related, fun/boring, cheap/expensive) • Comparing American habits to teens' habits in other cultures 	4
10. Experience (read, listen to, observe, perform, respond creatively to) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, and drama) and then explore the effects of these products on the larger community.	<ul style="list-style-type: none"> • Observing videos • Listening to traditional and contemporary music of other cultures • Looking at art reproductions 	5
11. Search for, identify, and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods, and clothing) of the culture studies as found within their homes and community.	<ul style="list-style-type: none"> • Identifying and listing items used to perform typical activities (ex: eating, going to school, playing sports) • Listing verbs useful to describe those activities • Explaining what is done with the product • Telling who typically uses the product • Making an advertisement for the product 	5

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
12. Identify, discuss, and analyze themes, ideas, and perspectives related to the cultural products being studied.	<ul style="list-style-type: none"> • Identifying and listing items used to perform typical activities (ex: eating, going to school, playing sports) • Listing verbs useful to describe those activities • Explaining what is done with the product • Telling who typically uses the product • Making an advertisement for the product 	5
13. Read, listen to, and talk about school content, such as folk tales, short stories, poems, and songs written for native speakers of the target language.	<ul style="list-style-type: none"> • Reading and extracting information from target language authentic documents such as maps, tourist brochures, menus, cartoons, music groups, forms to complete, tickets, schedules • Learning to skim and scan texts at a level for native speakers 	7
14. Recognize the category of grammatical gender in languages, and their spoken and written language reflects that awareness.	<ul style="list-style-type: none"> • Categorizing into masculine and feminine groups • Using appropriate forms of adjectives to describe nouns • Using appropriate subject pronouns for inanimate objects 	8
15. Hypothesize about the relationship among languages based on their awareness of cognates and similarity of idioms.	<ul style="list-style-type: none"> • Listing cognates • Listing idiomatic phrases which are similar in English and target language 	8
16. Demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.	<ul style="list-style-type: none"> • Incorporating correct use of familiar and formal "you" into speech and writing • Practicing using honorifics when speaking to people in authority • Using listener's name with expressions of greeting • Varying dialogs and register of language used to fit the person being spoken to 	8
17. Contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.	<ul style="list-style-type: none"> • Making Venn diagrams • Acting out situations in both languages 	9
18. Demonstrate an awareness that they, too, have a culture, based on comparisons of sample daily activities in the target culture and their own.	<ul style="list-style-type: none"> • Making Venn diagrams 	9
19. Speculate about why certain products originate in and/ or are important to particular cultures as a result of analyzing selected products from the target cultures and their own.	<ul style="list-style-type: none"> • Listening to cultural music • Observing photos and regalia of regional products 	9

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
20. Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) as a result of analyzing selected practices from the target cultures and their own.	<ul style="list-style-type: none"> • Discussing holidays of target language culture • Comparing above to American holidays to analyze which have parallels in other culture (listing, Venn diagrams). • Preparing foods • Making greeting cards • Relating practices to origin of the celebration 	9
21. Hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, appropriate forms of literature by analyzing selected products from the target cultures and their own.		9
22. Discuss their preferences concerning leisure activities and current events, in written form or orally with peers who speak the language.	<ul style="list-style-type: none"> • Interviewing classmates • Playing signature search game to find people who have done/like particular activities • Making a poster showing preferences and using it as a guide for an oral presentation about those preferences 	10
23. Present information about the language and culture to others.	<ul style="list-style-type: none"> • Doing research and constructing projects or demonstrations to present to class. Possible topics: <ol style="list-style-type: none"> a. Body language and gestures b. Foods and eating customs c. Architecture d. History of a person or region e. Music f. School life g. Sports 	10
24. Write and illustrate stories to present to others.	Writing stories about: <ul style="list-style-type: none"> • A horrible day at school • What I used to do • A shopping trip • A trip to the zoo • Things people do when they 're not at school 	10

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
25. Exchange information around topics of personal interest.	Writing stories about: <ul style="list-style-type: none"> • A horrible day at school • What I used to do • A shopping trip • A trip to the zoo • Things people do when they 're not at school • Interviewing classmates • Playing signature search game to find people who have done/like particular activities • Making a poster showing preferences and using it as a guide for an oral presentation about those preferences 	11
26. Compare and contrast a variety of career options in which the use of languages other than English is critical	Researching career options and how the target language would be useful, what other skills would also be needed	12

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Department: Foreign Language
 Course Title: Japanese 2

UNIT #3: Explain facts and opinions in terms of past, present and future events.

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
1. Compare, contrast, and express opinions and preferences about the information gathered regarding events, experiences, and other school subjects.	<ul style="list-style-type: none"> • Interviewing classmates. • Making Venn diagrams • Categorizing responses (like/don't like, have done, haven't done, easy/hard, do at school/do outside school, etc.) 	1
2. Prepare stories or brief written reports about personal experiences, brief personal events or other school subjects to share with classmates and/or members of the target cultures.	<ul style="list-style-type: none"> • Writing true or imaginary stories • Presenting stories to classmates 	3
3. Observe, analyze, describe, and discuss patterns of behavior typical of their peer group.	<ul style="list-style-type: none"> • Listing typical activities • Categorizing activities (ex: leisure/school-related, fun-boring, cheap/expensive) • Comparing American habits to teens' habits of target culture 	4
4. Recognize the category of grammatical gender in languages, and their spoken and written language reflects that awareness.	<ul style="list-style-type: none"> • Categorizing into masculine and feminine groups • Using appropriate forms of adjectives to describe nouns • Using appropriate subject pronouns for inanimate objects 	8
5. Hypothesize about the relationship among languages based on their awareness of cognates and similarity of idioms.	<ul style="list-style-type: none"> • Listing cognates • Listing idiomatic phrases which are similar in English and the target language 	8
6. Speculate about why certain products originate in and/or are important to particular cultures as a result of analyzing selected products from the target cultures and their own.	<p>For events in the past:</p> <ul style="list-style-type: none"> • Exchanging letters with students in a different class • Write stories to share with elementary school classes • Exchanging e-mail with other students who speak the target language • Writing an "I" story for class to read and guess who the author is 	9
7. Hypothesize about the relationship between cultural perspectives and practices (e.g., holiday, celebrations, work habits, play) as a result of analyzing selected practices from the target cultures and their own.	<ul style="list-style-type: none"> • Listing typical activities • Categorizing activities (ex: leisure/school-related, fun/boring, cheap/expensive) • Comparing American habits to teen's habits of the target culture 	9

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
8. Hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, appropriate forms of literature) by analyzing selected products from the target cultures and their own.		9
9. Discuss their preferences concerning leisure activities and current events, in written form or orally with peers who speak the language.	<ul style="list-style-type: none"> • Interviewing classmates • Playing signature search game to find people who have done/like particular activities • Making a poster showing preferences and using it as a guide for an oral presentation about those preferences 	10
10. Present information about the language and culture to others.	<p>Doing research and constructing projects or demonstrations to present to class. Possible topics:</p> <ol style="list-style-type: none"> a. Body language and gestures b. Foods and eating customs c. Architecture d. History of a person or region e. Music f. School life g. Sports 	10
11. Write and illustrate stories to present to others.	<p>Writing stories about:</p> <ul style="list-style-type: none"> • A horrible day at school • What I used to do • A shopping trip • A trip to the zoo • Things people do when they're not at school 	10
12. Exchange information around topics of interest.	<p>Writing stories about:</p> <ul style="list-style-type: none"> • A horrible day at school • What I used to do • A shopping trip • A trip to the zoo • Things people do when they 're not at school • Interviewing classmates • Playing signature search game to find people who have done/like particular activities • Making a poster showing preferences and using it as a guide for an oral presentation about those preferences 	11

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Department: Foreign Language
Course Title: Japanese 2

UNIT #4: Express hopes and wishes; make recommendations and suggestions.

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
1. Compare, contrast, and express opinions and preferences about the information gathered regarding events, experiences, and other school subjects.	<ul style="list-style-type: none"> • Interviewing classmates • Making Venn diagrams • Categorizing responses (like/don't like, have done/haven't done, easy/hard.) 	1
2. Prepare stories or brief written reports about personal experiences, brief personal events or other school subjects to share with classmates and/or members of the target cultures.	<ul style="list-style-type: none"> • Writing true or imaginary stories. • Presenting stories to classmates. 	3
3. Recognize the category of grammatical gender in languages, and their spoken and written language reflects that awareness.	<ul style="list-style-type: none"> • Categorizing into masculine and feminine groups • Using appropriate forms of adjectives to describe nouns • Using appropriate subject pronouns for inanimate objects 	8
4. Exchange information around topics of personal interest.	<p>Writing stories about:</p> <ul style="list-style-type: none"> • A horrible day at school • What I used to do • A shopping trip • A trip to the zoo • Things people do when they're not at school • Interviewing classmates • Playing signature search game to find people who have done/like particular activities • Making a poster showing preferences and using it as a guide for an oral presentation about those preferences 	