

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

Course of Study Information Page

Course Title: Japanese 3 (Course #427)	
Course Description: Refinement of skills learned. Continued study of reading and writing. In-depth study of spoken Japanese found on current television programs. Added emphasis on Japanese customs and etiquette. Continued cultural study.	
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 2 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

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Course Title: Japanese 3

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.

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UNIT #1: Information gathering relating to present, past, and future events.

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
1. Discuss orally or in writing current or past events that are of significance in the target culture or that are being studied in another subject.	<ul style="list-style-type: none"> • Review of the past tenses by discussing the cultural work ethics and historical roles. • Discuss current and past events dealing with environmental issues. 	1
2. Develop and propose solutions to issues and problems that are of concern to members of their own and to the target cultures through group work.	<ul style="list-style-type: none"> • Discussing solutions to political and social problems • Exploring stereotypes of people and evaluating their origins and authenticity • Make a board game using pro and anti-environmental behavior for positive and negative point value 	1
3. Demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.	<ul style="list-style-type: none"> • Listening to and viewing of audio and video presentations of current or past socially important events in the target cultures • Listening to guest speakers with first-hand knowledge of events from the target cultures • Preparing of authentic food via presentation and discussion in the target language 	2
4. Learn about and participate in age appropriate cultural practices, such as games, sports, and entertainment.	<ul style="list-style-type: none"> • Studying international sporting events • Viewing foreign film in various genre • Write a pen pal letter discussing music tastes 	4
5. Identify, analyze, and discuss various patterns of behavior or interaction typical of the culture studied.	<ul style="list-style-type: none"> • Expressing annoyance • Bragging • Flattering and teasing • Read a folk tale 	4
6. Identify, examine, and discuss connections between cultural perspectives and socially approved behavioral patterns.	<ul style="list-style-type: none"> • Showing and responding to hospitality • Expressing indifference • Asking for and making judgements • Creation of traffic poster promoting safe driving habits with safety rules and traffic signs 	4
7. Explore and describe the relationships among the products, practices, and perspectives of the culture.	<ul style="list-style-type: none"> • Creation of an advertisement for fashion magazine • Studying of festivals • Exploring parties and celebrations in the target countries 	5

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
8. Discuss topics from other school subjects in the target language, including political and historical concepts, world-wide health issues, and environmental concerns to demonstrate understanding of the topics.	<ul style="list-style-type: none"> • Learning about careers and education • Clarifying country's view of global warming • Write a brochure for an environmental cause • Create a fable which has a moral • Find out about animals and reflect this in a student-generated movie scene 	6
9. Recognize that cognates have the same as well as different meanings among languages and speculate about the evolution of language.	<ul style="list-style-type: none"> • Developing lists of "false cognates" to help the anglophone form incorrectly using cognates • Studying explorers' routes to speculate about the evolution of language 	8
10. Demonstrate an awareness that there are phrases and idioms that do not translate directly from one language to another.	<ul style="list-style-type: none"> • Practicing in written and oral script language in context rather than word by word translation • Practicing with partner intermediate level simultaneous translation 	8
11. Analyze elements of the target language, such as time and tense, and comparable linguistic elements in English and conjecture about how languages use forms to express time and tense relationships.	<ul style="list-style-type: none"> • Comparing the use of the past tenses • Using correctly the future tense in written and oral dialog • Contrasting simple and compound tenses in both the target language and English • Write a report on imaginary fashion in 2025 	8
12. Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.	<ul style="list-style-type: none"> • Read about brother/sister relationships in the target countries • Using correct syntax, write a story explaining, in your opinion, how people ought to act towards one another 	8
13. Compare the writing system of the target language and their own. They also examine other writing systems and report about the nature of those writing systems. (e.g., logographic, syllabic, alphabetic).	<ul style="list-style-type: none"> • Reflecting the target language system, write a poem or song • Create a movie plot and act out clips in class with peer judges for class awards 	8
14. Compare nuances of meanings of words, idioms, and vocal inflections in the target language and their own.	<ul style="list-style-type: none"> • Listen to audio tape of various dialects and accents • Read a fable • Read a movie script in the target language • Read a folk tale 	9
15. Analyze the relationship of perspectives and practices in the target culture and compare and contrast these with their own.	<ul style="list-style-type: none"> • Study the cartoons of the target language and compare those of our own • Comparison of our driving practices • Contrast American and the target language hairstyles • Telling jokes in the target language which reflect the target culture 	9

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
16. Analyze the relationship between the products and perspectives in the cultures studied and compare and contrast these with their own.	<ul style="list-style-type: none"> • Compare American and target language fashion • Research traditional and modern dress • Stage a cooking show 	9
17. Read and/or use various media from the language and culture for entertainment or personal growth.	<ul style="list-style-type: none"> • View foreign films, both dubbed and subtitled • Categorize and nominate films for academy awards • Read global fashion magazines • Listen to music from various target cultures 	11

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UNIT #2: Opinions, hopes, desires.

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
1. Exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.	<ul style="list-style-type: none"> • Use correctly the conditional mood • Write and produce a booklet that features the host city and champion athletes from the Olympic games of any given year • Study the rain forest 	1
2. Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns to demonstrate understanding of the topics.	<ul style="list-style-type: none"> • Learning about careers and education in the target language country • Clarifying country's view of global warming • Write a brochure for an environmental cause • Create a fable which has a moral • Find out about animals and reflect this in a student-generated movie scene 	6

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UNIT #3: Emotional reactions.

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
1. Create stories and poems, short plays, or skits based on personal experiences	<ul style="list-style-type: none"> • Create a TV show • Write an animal fable • Write a scene from a movie • Act out scenes in a restaurant and dance hall 	3
2. Use a variety of sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or with which they have limited previous experience and compare these to information obtained on the same topics written in English.	<ul style="list-style-type: none"> • Write a newspaper article for a sensationalistic paper • Expressing excitement • Expressing disappointment • Expressing disbelief 	7
3. Write and illustrate stories to present to others.	<ul style="list-style-type: none"> • Write an article for a sports magazine • Create a cartoon 	10
4. Read and/or use various media from the language and culture for entertainment or personal growth.	<ul style="list-style-type: none"> • View foreign films, both dubbed and subtitled • Categorize and nominate films for academy awards • Read global fashion magazines • Listen to music from various cultures 	11
5. Establish and/or maintain interpersonal relations with speakers of the language.	<ul style="list-style-type: none"> • Write frequently to a pen pal or key pal from the target culture 	11
6. Attend or view via media cultural events and social activities.	<ul style="list-style-type: none"> • Attend concerts, films, and plays in the target culture as they are available 	11
7. Listen to music, sing songs, or play musical instruments from the target culture.	<ul style="list-style-type: none"> • Listen to CD and audiotape from various target cultures 	

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UNIT #4: Goals, career plans, and problem-solving in hypothetical situations.

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
1. Write a letter or an article for a student target publication describing and analyzing an issue.	<ul style="list-style-type: none"> • Write about endangered animals 	3
2. Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns to demonstrate understanding of the topics.	<ul style="list-style-type: none"> • Learning about careers and education • Clarifying country's view of global warming • Write a brochure for an environmental cause • Create a fable which has a moral • Find out about animals and reflect this in a student-generated movie scene 	6
3. Use a variety of sources intended for same age speakers of the target language to prepare reports on topics of personal interest or with which they have limited previous experience and compare these to information obtained on the same topics written in English.	<ul style="list-style-type: none"> • Write a newspaper article for a sensationalistic paper • Expressing excitement • Expressing disappointment • Expressing disbelief 	7
4. Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.	<ul style="list-style-type: none"> • Read about brother/sister relationships in target countries • Using correct syntax, write a story explaining in your opinion how people ought to act towards one another 	8
5. Hypothesize about the origins of idioms as reflections of culture, citing examples from the language and cultures being studied and their own.	<ul style="list-style-type: none"> • List idioms comparing how each would be expressed in the target language and English • Write a story incorporating as many idioms as possible 	9
6. Participate in a career-exploration or school-to-work project which requires proficiency in the language and culture.	<ul style="list-style-type: none"> • Read employment ads in the target language • Use correctly the conditional tense • Expressing intentions and possibilities 	10
7. Participate in club activities which benefit the school or community.	<ul style="list-style-type: none"> • Participate in Christmas food drive • Cross age language teaching at local elementary schools 	10

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
8. Choose a career objective and outline a plan of language study to enhance the achievement of that objective.	<ul style="list-style-type: none"> • Create a poster advertising a chosen career, present their choice stating how they could use a second language in their chosen field 	12
9. Render Service in a community organization in which the clientele speak the target language.	<ul style="list-style-type: none"> • Make connections with and offer service to local language specific groups and organizations 	12
10. Participate in appropriate career internships in which language use contributes to a successful experience.	<ul style="list-style-type: none"> • Write a letter to apply for a job where target language use is essential 	12