

Japanese II Curriculum

日本語 II

Revised May 2012

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I. Course Description

Japanese II is designed for students who have completed Japanese I. The Japanese language is very useful in today's global society, and will help students to lead a more successful life. Career enhancement, travel, and personal enjoyment are just a few of the reasons for learn Japanese.

Japanese is one of the 'critical' languages in that there are not as many speakers as there is demand for the language. Therefore, many opportunities will become available to you if fluency in the language is slowly developed. Studying Japanese as a second/ third language will give you a unique opportunity to pursue the world in a different way, explore a cultural heritage beyond that of your own, or simply try something different.

The objective of this course is to teach four skills (reading, writing, listening, and speaking) on the intermediate level. Students will develop the wide variety of communication skills in Intermediate level Japanese. Each lesson will let students explore Japanese culture and its value through the media, cyber projects, activities, and class trips. Using the textbook, the accompanying workbook, listening materials, and advanced technology, students will acquire a solid foundation in everyday life settings. Students are encouraged to participate in projects and activities during the course.

II. Course Objectives/ Outline

Student will be able to:

NJSLS 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- 7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in [culturally authentic materials](#) using [electronic information](#) and other sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate [physical response](#).
- 7.1.NM.A.3 Recognize a few common gestures and cultural [practices](#) associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, [culturally authentic materials](#) on familiar topics.
- 7.1.NM.B.1 Use [digital tools](#) to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a [multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, [culturally authentic materials](#) orally or in [writing](#).
- 7.1.NM.C.5 Name and label tangible cultural [products](#) and imitate cultural [practices](#) from the target culture(s).

III. Methods of Student Evaluation

The student will be evaluated using the following criteria:

- Written/ Oral/ listening Quizzes & Tests.
- Projects—Essays, Individual/ Group Presentations, Group Exhibits.
- Assignments.
- Class performance/ participation.

IV. Textbooks, Instructional Materials and Software

Adventures in Japanese 2 Peterson, Hiromi & Omizo, Naomi
C&T Asian Language Series
Chen & Tsui Company, Boston.

Workbook: Adventures in Japanese 2 Peterson, Hiromi & Steverson Misako
C&T Asian Language Series
Chen & Tsui Company, Boston.

Audio: Adventures in Japanese 2 Peterson, Hiromi & Hirano-Omizo, Naomi

Houghton Mifflin Seiichi Makino and Michio Tsutsui (required) A Dictionary of Basic Japanese Grammar.
Articles from Japanese newspaper, magazines, advertising, etc.

V. Instructional Strategies

The Instructor will initiate enormous numbers of conversational drills, pronunciation practices, simple writing compositions, and various assignments/ projects. Each lesson is based on the communicative method by speaking in Japanese as much as possible in class. As a result, students will be comfortably speaking without thinking about grammar structure. In order to improve grammar skills, students exchange their mini quizzes/ pop quizzes to correct their errors. The student tutor system is essential. The instructor will meet individual students to have a pronunciation clinic. Students will be encouraged to take the initiative for class discussions of cultural awareness.

VI. Scope and Sequence Chart

Key: I = Introduced, D = Developed in Depth, R = Reinforced

SKILL TO BE LEARNED:

Reading and writing Hiragana, Katakana, and about 150 basic Kanji characters.	R&D
Requesting assistance and explaining reasons, using KARA form.	I
Making simple suggestions.	I
Reporting events (e.g., travel, celebration, class, part-time job, accident, theft).	I
Carrying on a conversation using honorific expressions.	R&D
Explaining about future plans and expressing speculations about future events.	R&D
Expressing gratitude and regret.	R&D
Becoming familiar with such grammar items as passive, causative, and causative-passive sentences.	R&D
Communicating the information in the given situations. (Ex. Class rules, party, restaurant.)	R&D
Explaining a simple direction for an object.	I
Describing or commenting upon some actions or states.	R&D
Asking & giving permission.	I
Japanese simple informal speech.	I
Using the polite negative imperative pattern.	R&D
Describing the appearance of a subject.	R&D
Expressing "have to/ must".	I
New I/Na adjective.	R&D
New U/ Ru verb.	I
Expressing one's ability to do something.	R&D
Explaining a plan and expectation.	R&D
New counters.	I
Conjugating new Ta form.	I
Conjugating new irregular verbs.	R&D
Using sufficient Adverbs, particles, and transition words in conversation.	R&D
Using short daily expressions.	D
Describing an object, using comparisons.	R&D
Distinguishing Te form + extender words.	I
Explaining a quotation sentence.	R&D
Expressing short opinions.	I
Describing instructions and directions.(EX. Cooking, map.)	R&D
Utilizing learned Kanji in writings.	I
Intransitive and Transitive Verbs.	R&D
Strategy of reading short stories.	I

VII. Pacing Chart

1st Marking Period: Lesson 1

- Basic level Review.
- Review Kanji.
- Wish/ Non-wish
- Adjective continuation form.
- Verb continuation form.
- Cultural study: Cities in Japan.

Lesson 2

- Interview friends.
- Make detail questions, using Y/N or Wh questions.
- Present participle and existed situation.
- Explain a direction for an object.
 - masu & e-masu form.
- Irregular verbs
- Describe or comment upon some actions or states.
- Origami-Flower Box.

Lesson 3

- Describe the appearance of a subject.
- Express rules and regulations.
- Verb + go/come/ return.
- Different answer from English form.
- N-desu form for casual speech.
- Cultural study-School in Japan.

2nd Marking Period: Lesson 4

- Formal speech
- Informal speech
- Polite negative imperative pattern.
- New Kanji.
- Origami-Noise Maker.

Lesson 5 & 6

- Making decisions and simple comments.
- At Restaurants & Stores.
- Must & Have to form.
- Try+do form.
- New Kanji.
- Cultural Study: Japanese Restaurants.
- Express one's ability to do something.
- At hospitals.

Lesson 7

- Explain experienced/ non- experienced things.

- Ta-form.
- New Kanji.
- Nakatta form vs Polite form.
- Weather report.
- Present & Past Prediction.
- To take /bring + verb.
- Japanese Christmas + New Year.

Lesson 8

- Review from L1-7.

Lesson 9

- Negative comparison.
- Prefix with “O”.
- New Kanji.
- Comparing three or more objects.
- Cultural Study: Specialty Shop in Tokyo & OMIYAGE. Japanese Department Stores.

3rd Marking Period: Lesson 10

- Intransitive and Transitive Verbs.
- Noun modifier.
- Verb Potential Form.
- New Kanji.

Lesson 11

- Small fairy tales.
- Strategy of reading short stories.
- Japanese Folk Tales.
- Explain a quotation sentence.
- New Kanji.

Lesson 12

- To become—form.
- New Kanji.
- Origami-Fortune-telling Toy.

Lesson 13

- Making phone calls.

- Rejection in polite way.
- Making suggestions on the phone.
- Making a plan/ suggestions in the future.
- New counters.
- New Kanji.
- Describe instructions and directions. (Ex. Cooking, map.)
- Comparing two actions.
- New Kanji.

4th Marking Period: Lesson 14

- Directions of how to make---
- Cooking Terminology.
- New Kanji.

Lesson 15

- Describe one's details.
- Tari + Tari form.
- New Kanji.
- Cultural Study: Japanese Mother's Father's Day. Family Time.
- Conditional Clause.
- Complex form of give & receive in polite form.

Lesson 16

- Review from L9-15.

VIII. Student Handout

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Proficiencies

Strand A: Interpretive Mode:

- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to target themes. (7.1.NM.A.1)
- Demonstrate comprehension of simple oral and written directions, commands and requests through appropriate physical response. (7.1.NM.A.2)
- Recognize a few common gestures and cultural practices associated with the target culture(s). (7.1.NM.A.3)
- Identify familiar people, places and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)
- Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics. (7.1.NM.A.5)

Strand B: Interpersonal Mode:

- Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. (7.1.NM.B.1)
- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. (7.1.NM.B.2)
- Ask and respond to simple questions, make requests and express preferences using memorized words and phrases. (7.1.NM.B.4)
- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. (7.1.NM.B.5)

Strand C: Presentational Mode:

--Use basic information at the word and memorized-phrase level to create a multi-media rich presentation on targeted themes to be shared with a target language audience.

(7.1.NM.C.1)

--Imitate, recite and/ or dramatize simple poetry, rhymes, songs and skits.(7.1.NM.C.2)

--Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)

--Present information from age-and level-appropriated, culturally authentic materials orally and in writing. (7.1.NM.C.4)

--Name and label tangible cultural products and imitate cultural practices from the target cultures (s). (7.1.NM.C.5)