

**WORLD LANGUAGE CURRICULUM SUMMARY**

The purpose of the World Language Curriculum Summary is to present an overview of the Japanese II curriculum. Parents are the intended audience of the World Language Curriculum Summary.

**Listening**

- Actively respond to oral directions, including multi-step directions.
- Answer questions on details of conversations and narratives based on familiar topics.
- Recognize descriptions of location relative to places and objects.
- Understand expressions of ability, comprehension, likes and dislikes in conversation.

**Speaking**

- Participate in conversations related to students' needs and interests.
- Use adjectives, adverbs of degree, and location markers to describe objects and pictures.
- Use appropriate structures and vocabulary ask for information, to make, accept, or decline invitations, and to express preferences or comparisons.
- Converse with others in the class using a level of accuracy in pronunciation and sentence structure within intermediate-low to intermediate-mid range. (see ACTFL Guidelines.)

**Reading**

- Recognize all 46 hiragana, their 25 voiced and plosive variants, digraphs with "ya" "yu" "yo" subscripts, and glottal stop "double" consonants that use "tsu" subscript.
- Recognize 70 kanji (Chinese characters).
- Read high-frequency loan words in katakana. Many students will master reading katakana by the end of this course. To accommodate the range of learners in Level 2, mastery of katakana is encouraged but not required.
- Understand the main idea and find details in ability-appropriate text written in standard Japanese.
- Understand brief written directions in standard Japanese.

**Writing**

- Compose notes, letters, dialogues, journal entries and descriptions in standard Japanese (kanji and kana.)
- Write hiragana and katakana using proper stroke order.
- Spell all Japanese-origin words and verb endings in hiragana; common foreign loan words in katakana.
- Write 70 kanji using proper stroke order.

**Culture**

- Recognize Japanese cultural perspectives and practices that shape patterns of spoken communication, eg. deference to superiors, differences in men's and women's speech..
- Use culturally appropriate verbal and nonverbal expressions of following the speaker in conversation (aizuchi.)
- Use everyday social expressions and appropriate situational responses (greetings, pleasantries, thanks, apology, leave taking.)
- Compare Japanese and American cultural perspectives, practices and products related to home, school, community and holidays.