

Central Kitsap School District

Instruction Driven by Standards



Essential Learnings

Revised Summer 2005

Central Kitsap School District

9210 Silverdale Way NW
Mailing Address: P. O. Box 8
Silverdale, Washington 98383-0008
360-662-1710

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WORLD LANGUAGES

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INTRODUCTION

Raising standards in our schools means expecting more of students and ensuring that they can achieve at high levels. Central to this mission is the development of a meaningful, rigorous curriculum that engages and challenges students to their fullest. We believe that clear learning targets must be established, measured, and periodically reset if we are to continuously improve student achievement.

The Central Kitsap School District has developed curriculum known as Essential Learnings. These academic standards, which the District began to design in 1991, define what we want students to both know and be able to do at graduation and at benchmarks along the way. They are public statements that allow parents to know exactly what the District expects of students. The learning of all Central Kitsap students (except those in approved programs designed for students with identified special needs) will be measured against these standards.

The Essential Learnings define exactly what it is we expect students to learn, setting high performance standards, and then helping students reach those high standards. Basic skills serve as the foundation, while the knowledge and skills needed for life, further study, and work in the next century are also emphasized. These include problem-solving, working with technology, and critical and creative thinking. We want our students to be complex thinkers, but first they must be grounded in the basics. Because the knowledge explosion in modern society will always outpace schooling, we believe it is equally important that students *acquire* not just the knowledge and skills considered essential but are also taught how to *use and apply* what they know.

The Essential Learnings development teams used national standards, state essential learnings, current research, and curriculum from other districts in Washington State to develop curriculum in the structure described below.

This vision of students who can demonstrate proficiency upon graduation in each of the academic program standards moves us away from measuring learning in terms of how much time the student spends in school. Instead, we want to focus on allowing the student to demonstrate what he or she can do with the knowledge gained. The exit goals are overarching, compelling reasons for learning common to *all* subject areas. In the Central Kitsap School District these goals are not directly tied to graduation requirements, but describe our vision of the “learner” after a K-12 education. The academic program standards provide a common focus so that we all teach to the same targets; the textbook no longer dictates the curriculum. The essential learnings at the course or grade level chart the path to the program standards and offer a clear picture of the progression of learning through the grades.

EXIT GOALS



ACADEMIC PROGRAM STANDARDS



COURSE AND GRADE LEVEL ESSENTIAL LEARNINGS



UNIT OBJECTIVES



LESSON OBJECTIVES

CENTRAL KITSAP SCHOOL DISTRICT EXIT GOALS

Central Kitsap School District commits to educating all students to:

- 1. Communicate effectively.**
 - Express ideas clearly in speaking and writing.
 - Interpret oral and nonverbal communications of others.
 - Read and comprehend printed and non-printed materials, including electronic media.
 - Communicate through a variety of modes including visual and performing arts, music, poetry, and mathematics.
- 2. Become users and creators of knowledge.**
 - Use critical thinking strategies.
 - Use creative thinking strategies.
 - Use problem-posing and problem-solving strategies.
 - Use decision-making strategies.
 - Function at all cognitive levels.
 - Know how to expand their knowledge base.
- 3. Exhibit self-direction and self-motivation as learners.**
 - Use their own skills and knowledge to make sense of new situations.
 - Seek and choose goals.
 - Develop leadership skills.
 - Approach learning with enthusiasm and persistence.
- 4. Exhibit abilities to understand others and to function cooperatively in diverse groups.**
 - Recognize and respect individual differences and multiple perspectives.
 - Interact effectively in teams and groups.
- 5. Become active participants in their local, national, and world communities.**
 - Think, act, and live as a responsible and ethical member of the community.
 - Assume responsibility for their actions and the consequences.
 - Exercise duties as citizens in a democratic society in the world.
 - Understand environmental interdependence and value the natural world.
 - Understand economic interdependence.
- 6. Function effectively in a changing world.**
 - Develop the desire and the ability to be lifelong learners.
 - Have a working knowledge of technology as a tool.
 - Apply basic skills to daily life situations.
 - Create intellectual, artistic, and practical products reflecting originality and high standards of quality.

WHAT WE KNOW ABOUT WORLD LANGUAGES

Language Proficiency

1. The goal of language learning is performance with language rather than knowledge about language (*ASCD Principles of Foreign Language Teaching, Principle 2: 7, 21*).
2. Language proficiency involves both comprehension (listening and reading) and production (speaking and writing). Comprehension abilities tend to precede and exceed productive abilities (*ASCD Guidelines*).
The student needs to be pretuned with a high level of listening skill so that s/he will have a perceptual readiness to make a transition to speaking the language. Listening precedes speaking (Asher, Krashen, *ASCD Guidelines*).
3. An environment conducive to risk-taking encourages language learning. We need to be aware of students' affective filter-- especially concerning error correction (TFP: 47).
4. Opportunities must be provided for students to practice using the language in a variety of contexts likely to be encountered in the target culture (TFP: 51).
5. The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language learning tasks (*ASCD Summary Principle 8*).
6. Patterned responses should lead to creative language use. Though patterned responses are necessary in practice, the student must be encouraged to move beyond them. Students who hope to advance beyond the novice range must learn to create with the language. They must be encouraged to paraphrase, think divergently, and let their imagination and creative ability function as fully as possible within their limits of their level of linguistic competence (Hadley 81-82).

Teaching Cultural Context

7. Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place (*ASCD Guidelines, Principle 6*).
8. There is no question that successful integration of culture and language teaching can contribute significantly to general humanistic knowledge...Global understanding ought to be a mandatory component of basic education (Hadley 356).

9. In a 1988 study by Morello at the University of Michigan, 80% of students studying a world languages cited their hopes of benefiting by learning about another culture. Most students tended to define culture in conjunction with a particular worldview, or way of life, and felt language study would help reduce their ethnocentrism (Hadley 357).
10. The objectives that are to be achieved in cross-cultural understanding involve the following process:
 - Learning facts, similarities, and differences
 - Attaining skills which enable students to “make sense” out of those facts and differences
 - Applying those skills toward a process of coping with different patterns of behavior (Hadley 358; Seelye; Lafayette 366).
13. It is perfectly acceptable to include some repetition, rote learning, translation, or structural drilling which seem to have no immediate “communicative” value. If *all* our exercises are of this kind, of course, it is another matter.
14. World languages teachers need to be kept proficient on current methods through district support (*ASCD Foreign Language Principles*).
15. Teachers must provide advanced organizers-- devices that activate relevant background knowledge--to facilitate the learning and retention of new material.
16. A successful program includes use of:
 - Abundant authentic materials to encourage communication
 - Realistic and meaningful language tasks
 - Interesting themes useful to students
 - Many opportunities for practice
 - Culture as a key part of language learning
 - Learning strategies woven into regular class activities
 - Multiple means of assessment
 - Multimedia variety to tap all learning styles
 - A warm, friendly classroom climate; positive feedback to students
 - Error correction when needed
 - Strong teacher support at first, eventually diminished as student develops greater skills

Teaching Methods

11. Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning (*ASCD Summary, Principle 7*).
12. There is no such thing as the perfect or “best” method for everyone. Teachers should be able to use different methodologies in order to reach a clear objective (*ASCD Guidelines 123*).

Assessment

17. Assessment procedures in world languages programs should reflect and support learning and instructional goals. Assessments should be a “wholesome influence on the programme directions and on teaching strategies” (Carroll 1985: 75). They should allow teachers to:
- Diagnose students’ strengths and weaknesses
 - Determine student progress
 - Assist in evaluating student achievement and proficiency
 - Evaluate the effectiveness of and improve different teaching approaches (Bachman 1990; Shohamy 1991).
18. A successful program includes multiple means of assessment, which are communicated to the students in advance (*ASCD Summary*).
19. Assessment reflects instructional goals and methods and is performance-oriented (Washington Guidelines, Principle 9).
20. Oral interviews are a meaningful way to test speaking ability (Eleanor H. Jorden. *Japanese Language Instruction in the United States*: 44).

Additionally, tests should help teachers determine whether the instructional goals of their programs are realistic.

“Conclusions drawn from testing information allow one to align the program’s curriculum more closely to its goals by introducing changes in teaching methods, textbooks, or objectives” (Shohamy 1991:155, *ASCD Foreign Language Principles* 7.43).

WHAT WE BELIEVE ABOUT THE TEACHING AND LEARNING OF WORLD LANGUAGES

1. Learning a second language is something to *do*, and the most efficient way of learning it is to practice using it. Therefore, successful second language learning requires consistent effort and daily class attendance on the part of the learner.
2. The development of listening and speaking skills should precede the development of reading and writing skills.
3. Learning a world language means proficiency in interactive communication and is a useful endeavor.
4. The systematic study of grammar is an invaluable tool, provided it is accompanied by adequate and authentic practice.
5. Culture is an integral part of language. World languages learning should take place in cultural context.
6. World languages learning contributes to the student's understanding of his or her own language and culture and that of the world community.

CENTRAL KITSAP SCHOOL DISTRICT WORLD LANGUAGES PROGRAM STANDARDS

Communication:

- 1. The student comprehends spoken and written language to satisfy specific survival needs and social demands.**
- 2. The student uses spoken and written language to satisfy specific survival needs and social demands.**
- 3. The student comprehends and responds to teacher-selected readings and multimedia materials.**

Culture:

- 4. The student evaluates cultural situations and responds appropriately.**
- 5. The student uses historical and contemporary information to demonstrate cross-cultural understanding.**

Language Concepts:

- 6. The student understands and uses appropriate pronunciation, vocabulary, and grammar in the target language.**
- 7. The student assesses and competently uses appropriate resources for independent study.**

Student Behavior:

- 8. The student constructively participates in classroom activities.**
- 9. The student takes risks and experiments with the target language.**

AP World Languages Program Standards

The overall goal of the Advanced Placement course, as set forth by the College Board, is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading, and writing. The guidelines meet and extend beyond the ACTFL proficiency standards for advanced students. Upon completing the course, students are expected to be able to comprehend formal and informal language to speak, read, and write with a high level of proficiency comparable to second year college language; and to be prepared for AP Language Examinations.

SPANISH ESSENTIAL LEARNINGS

Spanish 1

Vocabulary topics	Cultural Topics (suggested)	Grammar Concepts	Communication Skills Students will demonstrate level-specific proficiency in the following categories:			
Students will be able to comprehend and use vocabulary from the following general categories:	Students will be able to compare and contrast cultural features from the USA and the Spanish-speaking world:	Students will be able to comprehend and use the following grammatical structures:	Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> • Personal information • Greetings • Alphabet/spelling • Numbers 0-1.000 • Arithmetic (+/-) • Colors • Clothing • Body parts • Dates • Time/24 hr clock • Weather/seasons • Family (immed.) • Animals • Food • Places • Classroom objects • Classroom commands • School subjects • Sports/leisure • Exclamations • General geography of the Hispanic world • Question words • Expressions with gustar • Prepositions of location Adjectives of: • feelings, phys. states • Expressions of need/desire/courtesy 	<ul style="list-style-type: none"> • Holidays • Shopping (separate stores) • Money • Formal/informal address • Music • Mealtimes customs • Art and artists of the Spanish-speaking world 	<ul style="list-style-type: none"> • Adjective agreement/order • Gender • Subject pronouns • Definite/indefinite articles • Regular verbs • Highest frequency irregular verbs • Possession • Near future construction • Contractions • Negation/double negatives • Expressions with infinitives i.e. tener + que + infinitive or saber + infinitive • Punctuation and accents • Exposure to preterite of regular verbs 	<ul style="list-style-type: none"> • Understands key vocabulary in context • Understands short questions on everyday topics • Comprehends simple narrations in present and near future tenses • Can distinguish between present/preterite tenses • Can distinguish gender singular/plural in context • Comprehends basic commands 	<ul style="list-style-type: none"> • Comprehends vocabulary • Comprehends simple authentic materials (i.e. schedules, menus) and prepared materials (i.e. text readings, instructions) • Draws inferences about meaning of new vocabulary and expressions from context clues 	<ul style="list-style-type: none"> • Pronounces correctly: vowel/consonant sounds • diphthongs • Negotiates for meaning/asks for appropriate clarification/repetition • Spells orally • Can answer simple questions i.e. "do you like pizza or hamburgers?" • Can form complete short sentences (at least subject and verb) • Masculine/feminine agreement • Demonstrates use of present tense and near future construction • Uses key vocabulary in spoken context • Begins to recognize/pronounce word stress correctly 	<ul style="list-style-type: none"> • Spells vocabulary accurately, including accents • Uses key vocabulary in • Responds to simple written media • Can write simple descriptions and narratives

Spanish 2

All first-year material, plus:

Vocabulary Topics Students will be able to comprehend and use vocabulary from the following general categories:	Culture Topics (Suggested) Students will be able to comprehend and use vocabulary from the following general categories:	Grammar Concepts Students will be able to comprehend and use the following grammatical structures:	Communication Skills Students will demonstrate level-specific proficiency in the following categories:			
			Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> • Travel/transportation • Holidays • Seasons/weather • The body • Animals • Professions/occupations • Daily routines • Clothing • Shopping • The home • Food • Telecommunications • Cars and driving • Environment • Geography: • Topography/landforms • Nationality 	<ul style="list-style-type: none"> • Holidays • Shopping • Geography: • Wide representation of Hispanic countries • Money/currencies/exchange • Culturally significant individuals • Manners • Music • Metric awareness • Gestures • Exposure to a variety of authentic native speech 	<ul style="list-style-type: none"> • Verbs: • Reflexive • Of obligation • Present, near future, imperfect and preterite tenses, • Present progressive • Imperfect progressive • Commands • Irregular verbs • Stem changing verbs in all tenses • Negation • Indefinite pronouns i.e. alguien/nadie • Comparative/superlative • Object pronouns 	<ul style="list-style-type: none"> • Comprehends vocabulary in new contexts • Comprehends discussions in past, present, and future • Comprehends imperfect and preterite tenses • Can extract general meaning from native speech 	<ul style="list-style-type: none"> • Comprehends authentic and prepared materials • Comprehends past, present, and future in written materials • Comprehends descriptions and instructions • Begins to use a bilingual dictionary/other written resources 	<ul style="list-style-type: none"> • Negotiates for meaning • Incorporates vocabulary into new situations, referring to present, past and future • Compares/contrasts 	<ul style="list-style-type: none"> • Begins to use a bilingual dictionary/other written resources • Writes narration of events in present, past and future • Writes descriptions

Spanish 3

All first- and second-year material, plus:

Vocabulary Topics Students will be able to comprehend and use vocabulary from the following general categories:	Culture Topics (Suggested) Students will be able to comprehend and use vocabulary from the following general categories:	Grammar Concepts Students will be able to comprehend and use the following grammatical structures:	Communication Skills Students will demonstrate level-specific proficiency in the following categories:			
			Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> • Current events • Environment • Social issues • Health • Personal beliefs • Politics • Work/trades/professions • Life goals • Leisure/hobbies • Entertainment • Travel <p>Interpersonal Relationships:</p> <ul style="list-style-type: none"> • Work • Love/romance • Family 	<ul style="list-style-type: none"> • Art/literature • Current events • Family dynamics • Diversity of the • Spanish-speaking world • Latino culture's increasing role in the USA 	<p>Verb tenses:</p> <ul style="list-style-type: none"> • Preterite • Imperfect • Conditional • Future • Present subjunctive • Imperfect subjunctive/'if' clauses • Compound tenses with <i>haber</i> <p>The passive voice</p> <p>Pronouns:</p> <ul style="list-style-type: none"> • Object/double object • Demonstrative • Relative • Possessive • Usage of <i>por/para</i> • <i>Ser/estar</i> • Passive constructions with <i>se</i> 	<ul style="list-style-type: none"> • Comprehends a variety of prepared and authentic materials 	<ul style="list-style-type: none"> • Draws inferences from prepared and authentic materials 	<ul style="list-style-type: none"> • Negotiates for meaning • Circumlocutes • (Can convey a message if they don't know precise vocabulary) 	<ul style="list-style-type: none"> • Writes descriptions/narrations using all tenses • Expresses/supports opinions

Spanish 4

All first-, second-, and third-year material, plus:

Vocabulary Topics Students will be able to comprehend and use vocabulary from the following general categories:	Culture Topics (Suggested) Students will be able to comprehend and use vocabulary from the following general categories:	Grammar Concepts Students will be able to comprehend and use the following grammatical structures:	Communication Skills Students will demonstrate level-specific proficiency in the following categories:			
			Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> • Current events • Environment • Social issues • Health • Personal beliefs • Politics • Work/trades/professions • Life • Leisure/hobbies • Entertainment • Travel • Colloquialisms <p>Interpersonal relationships:</p> <ul style="list-style-type: none"> • Work • Love/romance • Family • Literary terminology 	<ul style="list-style-type: none"> • Arts/literature • Current events • Family dynamics • Diversity of the Spanish-speaking world • Latino culture's increasing role in the USA • Historical perspectives 	<p>Verb tenses:</p> <ul style="list-style-type: none"> • Preterite • Imperfect • Conditional • Future • Present subjunctive • Imperfect subjunctive/'if' clauses • All uses of the subjunctive mood • Compound tenses <p>Pronouns:</p> <ul style="list-style-type: none"> • Object/double object • Demonstrative • Relative • Possessive • Usage of: • Por/para • Ser/estar • Passive constructions with <i>se</i> 	<ul style="list-style-type: none"> • Comprehends a variety of prepared and authentic materials 	<ul style="list-style-type: none"> • Draws inferences from prepared and authentic materials 	<ul style="list-style-type: none"> • Negotiates for meaning • Circumlocutes (Can convey a message if they don't know precise vocabulary) • Is able to communicate spontaneously and authentically • on a wide variety of topics (unscripted conversation) • Initiates and sustains conversations 	<ul style="list-style-type: none"> • Writes descriptions/narrations using all tenses • Expresses/supports opinions • Creative writing

FRENCH ESSENTIAL LEARNINGS

French 1

Vocabulary topics	Cultural Topics	Grammar Concepts	Communication Skills			
			Listening	Reading	Speaking	Writing
<p>Students will be able to comprehend and use vocabulary from the following general categories:</p> <ul style="list-style-type: none"> • Greetings/personal information • Alphabet/spelling • Numbers 0-1,000/math • Colors • Clothing • Body parts • Dates • Time/official • Weather • Family • Domestic animals • Food/restaurant • Adjectives – description/ feelings • Places • Classroom objects • Classroom commands • School/subjects • Sports/leisure • Expressions of need/desire 	<p>Students will be able to compare and contrast cultural features from the USA and the French-speaking world:</p> <ul style="list-style-type: none"> • First names • Physical greetings (i.e., la bise, handshake) • Basic French foods • Ordering/restaurant • Numbers <ul style="list-style-type: none"> - decimal vs. comma - writing numbers - counting on hands - phone numbers • Geography <ul style="list-style-type: none"> - wide representation of francophone countries - departments - license plates - zip codes • Formal vs. casual speech (<i>tu</i> vs. <i>vous</i>) • Sizes – clothing • French calendar/major holidays • 24-hour clock (official time) • Schedules (i.e., train, TV) • Store etiquette • French schools and schedules • French sports/leisure 	<p>Students will be able to comprehend and use the following grammatical structures:</p> <ul style="list-style-type: none"> • Command forms • Adjective agreement • Adjective order • Subject pronouns • Definite/indefinite articles • Present tense: <ul style="list-style-type: none"> - irregular verbs: <i>avoir, être, aller, faire</i> - regular verbs: <i>- er, - ir, - re</i> • Contractions • Yes/no questions • Information questions (question words) • Demonstrative adjectives • Negation (<i>ne...pas</i>) • Possessive adjectives • Near future tense (<i>aller</i> + infinitive) • Partitive articles 	<p>Students will demonstrate level-specific proficiency in the following categories:</p>			
			<p>Listening</p> <ul style="list-style-type: none"> • Recognizes spoken letters in French • Understands key vocabulary in context • Understands short questions about everyday topics • Comprehends simple narrations in present and near future tenses • Can distinguish between present and future tenses • Can distinguish between masculine, feminine, singular, and plural nouns and adjectives • Understands basic commands • Comprehends simple statements and questions in the past tense 	<p>Reading</p> <ul style="list-style-type: none"> • Recognizes written vocabulary • Comprehends simple authentic materials (i.e., schedules, menus, descriptions, messages, signs, notes) • Comprehends simple written media • Comprehends simple descriptions and narrations in the present and near future tenses • Understands written instructions in French 	<p>Speaking</p> <ul style="list-style-type: none"> • Spells orally in French • Uses key vocabulary in spoken context • Answers short questions about everyday topics • Uses present and near future tenses • Differentiates between masculine and feminine nouns and adjectives • Speaks about personal preferences (likes/dislikes) • Uses appropriate greetings in social situations • Describes people, places, and things (simple descriptions) • Gives basic spoken commands 	<p>Writing</p> <ul style="list-style-type: none"> • Spells words in French with accents • Uses key vocabulary in writing • Responds to simple authentic materials (i.e., schedules, menus, descriptions, messages, signs, notes) • Writes simple descriptions • Responds to simple written media • Writes simple descriptions and narrations in the present and near future tenses

French 2

All first-year material, plus:

Vocabulary Topics	Culture Topics	Grammar Concepts	Communication Skills				
			Listening	Reading	Speaking	Writing	
<p>Students will be able to comprehend and use vocabulary from the following general categories:</p> <ul style="list-style-type: none"> • Holidays • Seasons/weather (in past tenses) • House/furniture • Travel/transportation • Animals – wild and farm • Shopping – food/market • Shopping - clothing • Professions • Daily routines • Health care • Telecommunications • Food/meals • Cars 	<p>Students will be able to compare and contrast cultural features from the USA and the French-speaking world:</p> <ul style="list-style-type: none"> • Celebrations • Geography – wide representation of francophone countries • Home/life differences (i.e., WC, bidet) • Transportation (train, bus, métro, air) • Shopping: <ul style="list-style-type: none"> - market, food shops - clothing • Currency exchange • Measurement (metric) • Higher education/training • Health care • Telecommunications (i.e., computer, fax, telephone) • Food/meals • Licensing/driving rules/ signs 	<p>Students will be able to comprehend and use the following grammatical structures:</p> <ul style="list-style-type: none"> • Verbs: <ul style="list-style-type: none"> - reflexive (present, past and near future) - passé composé • With <i>être</i> and <i>avoir</i> • Irregular past participles - imparfait • Irregular verb families: <ul style="list-style-type: none"> - <i>lire</i> - <i>venir</i> - <i>dormir</i> - <i>prendre</i> - <i>ouvrir</i> - <i>mettre</i> - <i>vouloir/pouvoir</i> - <i>savoir vs. connaître</i> • Negation (advanced) <ul style="list-style-type: none"> - <i>ne...personne</i> - <i>ne...plus</i> - <i>ne...rien</i> - <i>ne...jamais</i> • Direct and indirect object pronouns • Comparisons and superlatives 	<p>Students will demonstrate level-specific proficiency in the following categories:</p>				
				<p>Listening</p> <ul style="list-style-type: none"> • Comprehends new vocabulary • Comprehends previously learned material in new situations • Understands comparisons of people, places, and things • Comprehends discussions of daily routines in past, present, and near future • Understands difference between past and imperfect tenses 	<p>Reading</p> <ul style="list-style-type: none"> • Uses a bilingual dictionary effectively to read • Comprehends a range of authentic materials (i.e., prose, poetry, songs, etc.) • Comprehends narrations in past, present, and near future tenses • Comprehends complex descriptions, including comparisons of people, places, and things • Understands difference between past and imperfect tenses 	<p>Speaking</p> <ul style="list-style-type: none"> • Incorporates new and previously learned vocabulary into new situations • Discusses daily routines in past, present, and near future tenses • Compares people, places, and things • Uses appropriate past tense in speaking (passé composé vs. imparfait) 	<p>Writing</p> <ul style="list-style-type: none"> • Uses a bilingual dictionary effectively to write • Writes extended narration of past, present, and near future • Writes complex descriptions, including comparisons of people, places, and things • Incorporates previously learned material to write effectively • Uses appropriate past tense in writing (passé composé vs. imparfait)

French 3

All first- and second- year material, plus:

Vocabulary Topics Students will be able to comprehend and use vocabulary from the following general categories:	Culture Topics Students will be able to compare and contrast cultural features from the USA and the French-speaking world:	Grammar Concepts Students will be able to comprehend and use the following grammatical structures:	Communication Skills Students will demonstrate level-specific proficiency in the following categories:			
			Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> • Work and professions • Relationships • Values • Health (mental and physical) • Leisure • Politics • Ecology • Economics • Fine Arts 	<ul style="list-style-type: none"> • Politics • Ecology • Economics (European Union) • Geography • History • Fine Arts • Literature <ul style="list-style-type: none"> - <i>Aladdin</i> - <i>La Belle et al Bête</i> - <i>Les Misérables</i> (volumes 1 and 2) - <i>Les Trois Mousquetaires</i> (volumes 1 and 2) 	<ul style="list-style-type: none"> • Re-emphasis: <ul style="list-style-type: none"> - adjective agreement - reflexive verbs - passé composé vs. imparfait - object pronouns • Advanced negation (<i>ni...ni, ne...que, nul part</i>) • Adverbs • Object pronouns <i>y</i> and <i>en</i> • Future tense • Conditional tense • <i>si</i> clauses • <i>depuis</i> + present tense • Subjunctive • Subjunctive vs. infinitive • Relative pronouns (<i>qui, que, dont</i>) • Object pronouns with agreement of past participles • Possessive pronouns (<i>le mien, etc.</i>) • Demonstrative pronouns (<i>celui, etc.</i>) 	<ul style="list-style-type: none"> • Comprehends new vocabulary • Comprehends previously learned material in new situations • Understands comparisons of people, places, things, and actions • Comprehends discussions in past, present, near future, future, conditional, and subjunctive tenses • Understands difference between past and imperfect tenses • Understands usage of conditional and subjunctive tenses 	<ul style="list-style-type: none"> • Uses a bilingual dictionary effectively to read • Comprehends a range of authentic materials (i.e., prose, poetry, songs, etc.) • Comprehends narrations in past, present, near future, future, conditional, and subjunctive tenses • Comprehends complex descriptions, including comparisons of people, places, things, and actions • Understands difference between past and imperfect tenses • Understands usage of conditional and subjunctive tenses 	<ul style="list-style-type: none"> • Incorporates new and previously learned vocabulary into new situations • Speaks in past, present, near future, future, conditional, and subjunctive tenses • Compares people, places, things, and actions • Uses appropriate past tense in speaking (passé composé vs. imparfait) • Uses appropriate tenses in "if...then" clauses • Begins to use object, relative, possessive, and demonstrative pronouns in conversation • Begins to use subjunctive tense in conversation • Incorporates adverbs into conversation • Uses reflexive verbs in conversation • Uses present tense effectively with <i>depuis</i> in conversation • Uses a variety of forms of negation in conversation 	<ul style="list-style-type: none"> • Incorporates previously learned material to write effectively • Uses appropriate past tense in writing (passé composé vs. imparfait) • Uses a bilingual dictionary effectively to write • Writes extended narrations in past, present, near future, future, conditional, and subjunctive tenses • Writes complex descriptions, including comparisons of people, places, things, and actions • Uses idiomatic expressions and linking words appropriately in compositions • Uses adverbs effectively in writing • Uses "if...then" and <i>depuis</i> clauses appropriately in writing • Uses object, relative, possessive, and demonstrative pronouns appropriately in writing • Uses reflexive verbs effectively in writing

French 4/AP

All first-, second-, and third-year material, plus:

Vocabulary Topics	Culture Topics	Grammar Concepts	Communication Skills			
			Listening	Reading	Speaking	Writing
Students will be able to comprehend and use vocabulary from the following general categories:	Students will be able to compare and contrast cultural features from the USA and the French-speaking world:	Students will be able to comprehend and use the following grammatical structures:	Students will be expected to further develop communication skills introduced in third year:			
In addition to mastery of vocabulary themes in French I, II, and III, students will meet standards in listening, speaking, reading, and writing using vocabulary themes from selected literature.	<p><u>Suggested literature</u></p> <ul style="list-style-type: none"> • <i>Chanson de Roland</i> • <i>Petit Prince</i> • <i>Jeanne d'Arc</i> • <i>Petit Nicolas</i> (various) • <i>Les Misérables</i> (vol. 3) • <i>Le Tour du Monde en 80 Jours</i> • <i>Tartarin de Tarascon</i> • <i>Le Roman de Renart</i> • <i>Madam Bovary</i> • <i>Notre Dame de Paris</i> • <i>Cyrano de Bergerac</i> • <i>20,000 Lieux Sous la Mer</i> • <i>Cuy de Montpassant</i> • <i>Le Comte de Monte Cristo</i> <p>Poetry of :</p> <ul style="list-style-type: none"> • La Fontaine • Prévert • Baudelaire • Verlaine • Rimbaud 	<ul style="list-style-type: none"> • In addition to mastery of grammar concepts in French I, II, and III, students will meet standards in listening, speaking, reading, and writing using the following grammar concepts: • Re-emphasis: <ul style="list-style-type: none"> - adjective agreement - passé composé vs. imparfait - object pronouns - object pronouns <i>y</i> and <i>en</i> - future tense - conditional tense - <i>si</i> clauses - <i>depuis</i> + present tense - subjunctive - subjunctive vs. infinitive - relative pronouns - object pronouns with agreement of past participles - possessive pronouns (<i>le mein</i>, etc.) 	<ul style="list-style-type: none"> • Comprehends new vocabulary • Comprehends previously learned material in new situations • Understands comparisons of people, places, things, and actions • Comprehends discussions in past, present, future, conditional, and subjunctive tenses • Understands difference between past and imperfect tenses • Understands usage of conditional, subjunctive, past infinitive, and plus-que-parfait tenses 	<ul style="list-style-type: none"> • Uses a bilingual dictionary effectively to read • Comprehends a range of authentic materials (i.e., prose, poetry, songs, etc.) • Comprehends narrations in past, present, near future, future, conditional, and subjunctive tenses • Comprehends complex descriptions, including comparisons of people, places, things, and actions • Understands difference between past and imperfect tenses 	<ul style="list-style-type: none"> • Incorporates new and previously learned vocabulary into new situations • Speaks in past, present, near future, future, conditional, subjunctive, past infinitive, and plus-que-parfait tenses • Compares people, places, things, and actions • Uses appropriate past tense in speaking (passé composé vs. imparfait) • Uses appropriate tenses in "if...then" clauses • Begins to use object, relative, possessive, and demonstrative pronouns in conversation • Begins to use subjunctive tense in conversation • Incorporates adverbs into conversation 	<ul style="list-style-type: none"> • Incorporates previously learned material to write effectively • Uses appropriate past tense in writing (passé composé vs. imparfait) • Uses a bilingual dictionary effectively to write • Writes extended narrations in past, present, near future, future, conditional, and subjunctive, past infinitive, and plus-que-parfait tenses • Writes complex descriptions, including comparisons of people, places, things, and actions • Uses idiomatic expressions and linking words appropriately in compositions

* While many of the same topics are emphasized in third and fourth year French, fourth year and AP students will be expected to further develop usage of vocabulary and fluency in use of advanced grammar.

French 4/AP (Cont'd)

All first-, second-, and third-year material, plus:

Vocabulary Topics	Culture Topics	Grammar Concepts	Communication Skills			
			Listening	Reading	Speaking	Writing
Students will be able to comprehend and use vocabulary from the following general categories:	Students will be able to compare and contrast cultural features from the USA and the French-speaking world:	Students will be able to comprehend and use the following grammatical structures:	Students will be expected to further develop communication skills introduced in third year:			
		<ul style="list-style-type: none"> New Grammar concepts: <ul style="list-style-type: none"> - plus que parfait - recognition of passé simple - past infinitive (i.e., <i>après avoir parlé</i>) - <i>ce qui, ce que, ce dont</i> 		<ul style="list-style-type: none"> Understands usage of conditional, subjunctive, past infinitive, plus-que-parfait, and passé simple tenses 	<ul style="list-style-type: none"> Uses reflexive verbs in conversation Uses present tense effectively with <i>depuis</i> in conversation Uses a variety of forms of negation in conversation 	<ul style="list-style-type: none"> Uses adverbs effectively in writing Uses "if...then" and <i>depuis</i> clauses appropriately in writing Uses object, relative, possessive, and demonstrative pronouns appropriately in writing Uses reflexive verbs effectively in writing

GERMAN ESSENTIAL LEARNINGS

German 1

Vocabulary topics	Cultural Topics	Grammar Concepts	Communication Skills			
			Listening	Reading	Speaking	Writing
<p>Students will be able to comprehend and use vocabulary from the following general categories:</p> <ul style="list-style-type: none"> • Personal information • Greetings • Alphabet/spelling • Numbers 0-1,000 • Arithmetic (+/-) • Colors • Clothing • Dates • Time/24-hour clock • Weather and seasons • Family • Food • Places/geography/directions/languages • Classroom • Commands • School subjects • Hobbies/interests • Question words • Accusative/dative prepositions • Expressions of need/desire/courtesy • House/rooms • Body parts • Music instruments • Geography 	<p>Students will be able to compare and contrast cultural features from the USA and the German-speaking world:</p> <ul style="list-style-type: none"> • Holidays • Shopping • Formal/informal • Money • Travel • School system • Music 	<p>Students will be able to comprehend and use the following grammatical structures:</p> <ul style="list-style-type: none"> • Word order/inverted word order (interrogatives) • Gender • Personal pronouns • Definite/indefinite articles • Cognates • Present/future tenses; introduction to conversational past • Regular/irregular verbs • Negation • Modal verbs • Command forms • Separable prefix verbs • Accusative/dative prepositions • Possessive adjectives • Plurals of nouns 	<p>Students will demonstrate level-specific proficiency in the following categories:</p>			
			<p>Listening</p> <ul style="list-style-type: none"> • Understands key vocabulary in context • Understands short questions on everyday topics • Comprehends simple narrations • Can distinguish between present, future, and conversational past tenses • Can distinguish gender; singular/plural • Comprehends basic commands • Follows simple directions • Demonstrates comprehension through illustration 	<p>Reading</p> <ul style="list-style-type: none"> • Comprehends vocabulary • Comprehends simple authentic materials and prepared materials (e.g., menus, text readings, instructions) • Draws inferences about meaning of new vocabulary and expressions from context clues • Reads various materials for different purposes • Demonstrates comprehension through illustration 	<p>Speaking</p> <ul style="list-style-type: none"> • Pronounces correctly: vowels/consonant sounds/ diphthongs • Spells orally • Answers simple questions • Forms complete short sentences (subject + verb) • Uses gender agreement • Demonstrates use of tenses • Uses key vocabulary in spoken context • Begins to recognize/pronounce word stress correctly • Uses simple commands 	<p>Writing</p> <ul style="list-style-type: none"> • Spells accurately • Responds to simple written media • Writes simple descriptions and narratives using key vocabulary

German 2

All first-year material, plus:

Vocabulary Topics	Culture Topics	Grammar Concepts	Communication Skills				
			Listening	Reading	Speaking	Writing	
<p>Students will be able to comprehend and use vocabulary from the following general categories:</p> <ul style="list-style-type: none"> • Transportation/travel • Holidays/festivals • Body parts • Medicine/ailments • Animals/zoo • Professions/occupations • Future plans • Daily routines/activities • Shopping • Home/rooms/furniture • Food/restaurant/table settings • Cars/driving • Nationality • Youth hostel/camping • Vacationing • Countries/people/languages • Fruits/vegetables • Opposites • Post office • Music instruments 	<p>Students will be able to compare and contrast cultural features from the USA and the German-speaking world:</p> <ul style="list-style-type: none"> • Holidays/festivals • Shopping • German-speaking countries • Awareness of EEC/EU • Culturally significant people • Music • Metric awareness • Dialect awareness • Vacationing 	<p>Students will be able to comprehend and use the following grammatical structures:</p> <ul style="list-style-type: none"> • Reflexive verbs and pronouns • Narrative past, conversational past tenses • Adjective endings (after der- and ein- words, not preceded) • Gern/lieber • Word order of dative and accusative • Past tense of modals • Genitive case • Der- words • Demonstrative pronouns • More questions, words • Prepositions: dative, accusative, genitive, and two-way • Da- and wo- compounds • Verbs with prepositions and dative verbs • Conjunctions • Comparative/superlative • Past participles 	<p>Students will demonstrate level-specific proficiency in the following categories:</p>				
				<p>Students will demonstrate level-specific proficiency in the following categories:</p> <ul style="list-style-type: none"> • Comprehends vocabulary in new contexts • Comprehends simple discussions in various tenses • Distinguishes between different tenses • Can extract general meaning from native speech 	<p>Students will demonstrate level-specific proficiency in the following categories:</p> <ul style="list-style-type: none"> • Comprehends authentic and prepared materials • Comprehends various tenses in written materials • Comprehends descriptions and instructions • Begins to use bilingual dictionary/other written resources 	<p>Students will demonstrate level-specific proficiency in the following categories:</p> <ul style="list-style-type: none"> • Pronounces correctly: vowels, consonant sounds, diphthongs • Incorporates vocabulary into new situations • Speaks in a variety of tenses • Compares/contrasts 	<p>Students will demonstrate level-specific proficiency in the following categories:</p> <ul style="list-style-type: none"> • Begins to use bilingual dictionary/other resources • Writes narration of events in variety of tenses • Writes descriptions • Writes narrations • Begins to summarize text • Develops understanding of spelling rules

German 3

All first- and second- year material, plus:

Vocabulary Topics Students will be able to comprehend and use vocabulary from the following general categories:	Culture Topics Students will be able to compare and contrast cultural features from the USA and the German-speaking world:	Grammar Concepts Students will be able to comprehend and use the following grammatical structures:	Communication Skills Students will demonstrate level-specific proficiency in the following categories:			
			Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> • Current events • Environment • Social issues • Personal beliefs • Work/trades/professions • Life goals • Leisure/hobbies • Interpersonal relationships (work/love/romance/family) • German history/society • School system • Politics • Fairy tales • Colloquialisms • Idioms 	<ul style="list-style-type: none"> • Literature • Current events • German history and society • Foreign influence • German influence in the world • EEC/EU • Social issues • Youth scene 	<ul style="list-style-type: none"> • Passive voice (all tenses) • Subjunctive I/II (all tenses) • Future perfect tense • Past participles • Relative pronouns • Adjectives and adverbs • Subordinating and coordinating conjunctions (clauses) • Demonstrative pronouns • Opinion words (vermuten, glauben, meinen, etc.) • Zu construction/ infinitive phrases 	<ul style="list-style-type: none"> • Demonstrates comprehension of conversations, expositions, and lectures • Summarizes complex narratives • Responds appropriately to specific questions about complex narratives • Generates and answers questions before, during, and after listening activities 	<ul style="list-style-type: none"> • Draws inferences from prepared and authentic materials • Demonstrates understanding of new vocabulary from context • Summarizes complex narratives/texts • Responds appropriately to specific questions about complex narratives/texts • Generates and answers questions before, during, and after reading • Describes/illustrates mental imagery that occurs during reading 	<ul style="list-style-type: none"> • Circumlocutes (conveys message if precise vocabulary is unknown) • Expresses/supports opinions • Initiates and sustains conversations using new and previously learned vocabulary • Further develops pronunciation • Attempts to use complex speaking structures (e.g., if...then clauses, subjunctive, subordinating conjunctions) • Uses appropriate tenses in speaking • Retells stories with correct sequence of events 	<ul style="list-style-type: none"> • Writes descriptions/ narrations using all tenses appropriately • Expresses/supports opinions • Uses some complex writing structures • Spells new vocabulary from speech

German 4/AP

All first-, second-, and third-year material, plus:

* While many of the same topics are emphasized in third and fourth year German, fourth year and AP students will be expected to further develop usage of vocabulary and fluency in use of advanced grammar.

Vocabulary Topics	Culture Topics	Grammar Concepts	Communication Skills			
			Listening	Reading	Speaking	Writing
Students will be able to comprehend and use vocabulary from the following general categories:	Students will be able to compare and contrast cultural features from the USA and the German-speaking world:	Students will be able to comprehend and use the following grammatical structures:	Students will be expected to further develop communication skills introduced in third year:			
<ul style="list-style-type: none"> • Vacationing • Colloquialisms • Idioms • Current events • Environment • Social issues • Personal beliefs • Work/trades/professions • Life goals • Leisure/hobbies • Interpersonal relationships (work/love/romance/family) • German history/society • Politics • Fairy tales 	<ul style="list-style-type: none"> • Literature • Current events • German history and society • Foreign influence • German influence in the world • Social issues • Historical perspectives 	<ul style="list-style-type: none"> • Speech pattern • All tenses • Passive voice (all tenses) • Subjunctive I/II (all tenses) • Review of key grammatical structures 	<ul style="list-style-type: none"> • Demonstrates comprehension of conversations, expositions, and lectures • Summarizes complex narratives • Responds appropriately to specific questions about complex narratives • Chooses appropriate responses in dialogue situations • Generates and answers questions before, during, and after listening activities 	<ul style="list-style-type: none"> • Draws inferences from prepared and authentic materials • Demonstrates understanding of new vocabulary from context • Summarizes complex narratives/texts • Responds appropriately to specific questions about complex narratives/text • Generates and answers questions before, during, and after reading • Describes/ illustrates mental imagery that occurs during reading 	<ul style="list-style-type: none"> • Circumlocutes (conveys message if precise vocabulary is unknown) • Expresses/supports opinions • Spontaneous communication on a wide variety of topics (unscripted conversation) • Initiates and sustains conversations using new and previously learned vocabulary • Further develops pronunciation • Uses complex speaking structures (if...then clauses, subjunctive, etc.) • Responds in a timely manner to free-response questions in detail • Creates narratives/stories from illustrations 	<ul style="list-style-type: none"> • Writes descriptions/narrations using all tenses • Expresses/supports opinions • Uses complex writing structures • Writes creatively • Uses idiomatic expressions and linking words appropriately in compositions • Uses a bilingual dictionary effectively to write • Incorporates previously learned material to write effectively • Determines appropriate word usage in cloze texts

JAPANESE ESSENTIAL LEARNINGS

JAPANESE INSTRUCTION

Japanese language instruction in the Central Kitsap School District ascribes to the following objectives adopted from A Communicative Framework for Introductory Japanese Language Curricula developed by the Washington State Japanese Language Curriculum Guidelines Committee in 2000. By the end of a three-four year program, students should be able to:

- Communicate accurately in spoken Japanese in face-to-face situations involving Japanese native speakers either in Japan or in the United States in simple, typical conversations;
- Utilize a basic understanding of the culture of Japan to make informed choices about how to interact linguistically and socially with Japanese speakers;
- Read and write Japanese at a level consistent with their skills in the spoken language; and
- Possess a sound foundation for continued learning of Japanese, through formal or informal study, while working or studying in student's own country or Japan.

In respect to these objectives for students enrolled in Japanese at the secondary level for a minimum of three years, the following principles or belief statements should drive the teacher's curriculum design:

1. Language is for communication.
2. Students will have occasion to use Japanese, either in Japan or in the United States.
3. High school students can acquire a useful communicative competence.
4. Speaking and listening have priority over reading and writing, *however, it bears stating that pedagogically, the use of reading activities in the second language is an excellent tool to enhance vocabulary development, provide a context for speaking (and writing) and reinforces the structure of the language for the second language learner.*
5. Japanese should be taught in its cultural context.

To assist the teacher in synthesizing the objectives that will serve as the curricular goals for instruction with the principles or underlying beliefs that curriculum decisions will need to be made, the following schematic is included.

*The italicized portion of this principle was added to the 4th principle above, as taken from A Communicative Framework for Introductory Japanese Language Curricula.

Principles/Belief

Program Objectives

<p>1. Language is for communication</p> <p>2. Students will have occasion to use Japanese, either in Japan or in the United States</p> <p>3. High school students can acquire a useful communicative competence.</p>	<p>Communicate accurately in spoken Japanese in face-to-face situations involving Japanese native speakers either in Japan or in the United States in simple, typical conversations.</p>
<p>4. Speaking and listening have priority over reading and writing, <i>however, it bears stating that pedagogically, the use of reading activities in the second language is an excellent tool to enhance vocabulary development, provide a context for speaking (and writing) and reinforces the structure of the language for the second language learner.</i></p>	<p>Read and write Japanese at a level consistent with their skills in the spoken language.</p> <p>Possess a sound foundation for continued learning of Japanese, through formal or informal study, while working or studying in student's own country or Japan.</p>
<p>5. Japanese should be taught in its cultural context.</p>	<p>Utilize a basic understanding of the culture of Japan to make informed choices about how to interact linguistically and socially with Japanese speakers</p>

On the following pages, the topics/themes, functions/language usage, definitive vocabulary and kanji lists and social/cultural rules are articulated for a three-year Japanese instructional program. It is the responsibility of Japanese instructors in CKSD to follow this adopted Scope and Sequence.

Japanese 1

Vocabulary Topics Students will be able to comprehend and use vocabulary from the following general categories:	Cultural Topics Students will be able to compare and contrast cultural features from the U.S.A. and the Japanese-speaking world:	Grammar Concepts Students will be able to comprehend and use the following grammatical structures:	Communication Skills Students will demonstrate level-specific proficiency in the following categories:			
			Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> Personal information Greetings Classroom commands Time Dates Family and home Education Career Languages/nationality Leisure Transportation Food and drink General numbers Interrogatives Body parts Colors 	<ul style="list-style-type: none"> Holidays School system Art and artists Food Geography Technology 	<ul style="list-style-type: none"> adjectives formal conjugation NA-adjectives formal conjugation Adverbs Interrogatives Ko-so-a-do words Particles Be-verb conjugation (DESU) Action verbs formal conjugation Counters Personal pronouns 	<ul style="list-style-type: none"> Comprehends basic commands Comprehends simple classroom expressions Understands short spoken presentations Comprehends simple narrations Demonstrates comprehension through illustration Distinguishes between present and past tenses Comprehends formal/informal questions 	<ul style="list-style-type: none"> Pronounces correctly Asks/answers simple questions Forms complete short sentences (with/without subject) Demonstrates use of tenses Uses simple commands Uses classroom expressions Uses greetings and fixed expressions Can engage in short conversations/role plays 	<ul style="list-style-type: none"> Decode hiragana and katakana and selected kanji Comprehends vocabulary in context Demonstrates comprehension through illustration Comprehends simple authentic and semi-authentic materials Draws inferences about meaning of new vocabulary and expressions from context clues 	<ul style="list-style-type: none"> Writes hiragana, katakana, and selected kanji Distinguishes between the use of hiragana and katakana Spells accurately Writes short narratives/descriptions Responds to simple written materials

Japanese 2

All first-year material, plus:

Vocabulary Topics Students will be able to comprehend and use vocabulary from the following general categories:	Cultural Topics Students will be able to compare and contrast cultural features from the U.S.A. and the Japanese-speaking world:	Grammar Concepts Students will be able to comprehend and use the following grammatical structures:	Communication Skills Students will demonstrate level-specific proficiency in the following categories:			
			Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • Personal information • Education • Shopping/stores • Weather and climate • School subjects • Health and welfare • Directions • Money • Clothing 	<ul style="list-style-type: none"> • Holidays/festivals • Shopping • Money • Art and artists • Food • Calligraphy • Music • Fairy tales • Social hierarchy 	<ul style="list-style-type: none"> • Particles • Existence verbs • Verbs in TE form • Verbs in TAI form • Adjectives conjugation • Counters • Adverbs 	<ul style="list-style-type: none"> • Extracts general meaning from native speech • Distinguishes between different tenses • Comprehends new vocabulary 	<ul style="list-style-type: none"> • Incorporates vocabulary into new situations • Speaks in a variety of tenses • Compares/contrasts • Asks for permission; requests • Expresses needs/wishes • Specifies objects using adjectives • Demonstrates simple discussions 	<ul style="list-style-type: none"> • Extracts information from authentic and semi-authentic materials • Comprehends various tenses in written materials • Comprehends simple texts in hiragana, katakana, and high-frequency kanji • Begins to guess meaning of Kanji from context and/or Kanji radicals 	<ul style="list-style-type: none"> • Writes short descriptions/narrations/ letters using hiragana, katakana, and high-frequency kanji • Writes descriptions/narrations using various tenses • Develops understanding of Japanese writing rules

Japanese 3

All first- and second- year material, plus:

Vocabulary Topics Students will be able to comprehend and use vocabulary from the following general categories:	Cultural Topics Students will be able to compare and contrast cultural features from the U.S.A. and the Japanese-speaking world:	Grammar Concepts Students will be able to comprehend and use the following grammatical structures:	Communication Skills Students will demonstrate level-specific proficiency in the following categories:			
			Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • Directions • Clothing • Food and dining out • Health and welfare • Geography • School life • Shopping and stores • Education and career • Personal information • Family life 	<ul style="list-style-type: none"> • Social and cultural hierarchy • Social issues • Social etiquette • Cuisine • Geography • Shopping • Holidays • School rules 	<ul style="list-style-type: none"> • Comparatives • Superlatives • Equatives • Adjectives conjugations (appears/looks) • Verb conjugations (present and past perfect, nominalization, informal form, potential form, TE form variations, police command) • Interrogative variations • Particles 	<ul style="list-style-type: none"> • Grasps the gist and understands the details of a variety of different texts on concrete topics • Chooses appropriate responses in dialogue situations • Distinguishes between different tenses • Comprehends new vocabulary through context 	<ul style="list-style-type: none"> • Applies vocabulary in appropriate context • Expresses and supports opinions • Gives a detailed speech of introduction • Uses appropriate social formulaic expressions in various contexts • Responds to suggestions, requests, and invitations in an appropriate manner • Requests information • Summarizes simple narratives/texts • Explains a procedure • Answers questions about simple narratives/texts • Retells stories with correct sequence of events • Makes comparisons 	<ul style="list-style-type: none"> • Understands vocabulary critical to the meaning of the text • Understands and determines important or main ideas and important details in text • Understands and analyzes story elements • Identifies the difference between fact and opinion • Understands simple recipes • Grasps the gist and understands the details of authentic and semi- authentic materials • Reads texts with high- frequency kanji 	<ul style="list-style-type: none"> • Applies vocabulary in appropriate context • Utilizes Japanese word-processing tools • Utilizes Japanese reference materials (e.g., Kanji dictionary, Japanese-English dictionary) • Expresses and supports opinions • Responds to suggestions, requests, and invitations in an appropriate manner • Writes letters incorporating techniques used in letter writing • Summarizes and/or illustrates simple narratives/texts • Produces texts with hiragana, katakana, and high-frequency kanji • Asks and gives information in writing • Explains a procedure • Answers questions about simple narratives/texts • Writes about personal experiences

