

Japanese II Overview 2023 - 2024

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

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Grading Period 1

Unit 1: Characteristics

Estimated Date Range: 8/9/23-10/6/23

Unit Overview:

In this unit, students will learn more about themselves and people around them as they learn to talk more about themselves and describe physical characteristics of themselves and others as well as their personality and those of others. Students will recycle what they learned in Japanese 1 as they describe themselves and others and comment on their physical traits, personality, and ability, thus building upon what they learned in Japanese 1. They will also learn to describe what they are wearing, describe the location of people and objects, identify body parts, communicate when you or others are not well, and describe objects. Students will learn about typical Japanese physical characteristics and their personality as well. Students will then compare and contrast the physical characteristics and personality of Japanese with American people as a whole.

At home connections:

- Encourage students to practice by having them describe you in Japanese and teach you a few key words.

Concepts within Unit #1 Link to TEKS	Success Criteria for this concept
Concept #1: Physical Traits, Personality and Ability TEKS: 2.1b, 2.3a, 2.3b	<ul style="list-style-type: none"> • Talk more about myself and my friends in Japanese: where I was born, what language I speak, and my nationality. • Describe a person's physical appearance orally and in writing using phrases and sentences in Japanese with details <ul style="list-style-type: none"> ○ Body parts ○ Colors ○ Clothing and personal belongings ○ Describe what a person is wearing

	<ul style="list-style-type: none"> Describe a person's personality orally and in writing in Japanese using phrases and sentences with details List positive and negative qualities/personality traits orally and in writing using phrases and sentences in Japanese with details Explain why a quality is either positive or negative orally and in writing using phrases and sentences in Japanese Use the target language to describe a person's ability Kanji: 住 英 友 私 高 話 読 書 聞
<p>Concept #2: Body Parts – Say Where it Hurts</p> <p>TEKS: 2.1c, 2.1e, 2.3a, 2.3b</p>	<ul style="list-style-type: none"> Have a conversation in Japanese in which you ask someone what happened to them and say where it hurts/ why you are not well Express sympathy in the target language. Give "medical" advice using simple Japanese sentences. Ask/say where someone is in conversation in Japanese. Kanji: 目 耳 口 手 足
<p>Concept #3: Describe Objects, Location of People and Objects</p> <p>TEKS: 2.1a, 2.1f, 2.2a, 2.3b</p>	<ul style="list-style-type: none"> Ask and answer questions in a conversation in Japanese about who/what is in a particular place. Describe where certain objects or people are, both orally and in writing in Japanese. Describe objects such as your school, your house, your room both orally and in writing in Japanese. Kanji: 山 川 田 町

Grading Period 2

Unit 2: Making a Date

Estimated Date Range: 10/11/23-12/15/23

Unit Overview:

At the end of this unit, students will be able to make phone calls to talk with their friends. Students will use the language to extend, accept and decline invitations, giving suitable excuses and negotiating different venues, times and/or days. Finally, students will ask for permission to do something, and say you are or aren't allowed to do something.

Along with these new skills, as a review from Japanese 1, students will discuss what they like and don't like to do (both at school and during free time), as well as when and how often they do these things. They will also talk about what they did last weekend and what they are going to do next weekend. Students will also compare their daily life with activities of other students in the target culture.

At home connections:

- Students can practice what they are learning with real phone calls with their friends who are also taking Japanese.

Concepts within Unit # 2

[Link to TEKS](#)

Success Criteria for this concept

<p>Concept #1: Making Plans – Invite, Accept, Decline & Suggest TEKS: 2.1b, 2.1c, 2.1d, 2.1e, 2.1f, 2.2d</p>	<ul style="list-style-type: none"> • Use the target language to invite others to do things with me in conversation and through text messaging • Accept invitations extended by others using phrases and simple sentences in Japanese. • Politely decline invitations extended by others using phrases and simple sentences in Japanese, and politely make excuses. • Discuss upcoming plans in conversations and through text messaging in Japanese. • Make suggestions (such as time and/or place) when negotiating future plans with someone using phrases and simple sentences in Japanese.
<p>Concept #2: Asking Permission TEKS: 2.1c, 2.1d, 2.1e, 2.2d</p>	<ul style="list-style-type: none"> • Ask permission to do something both orally and in writing using sentences in Japanese with details and essential elaboration • Say you are not allowed to do something both orally and in writing in the target language. • Talk about rules both orally and in writing using sentences with details and essential elaboration in Japanese. • Talk about what you do and don't do on the weekend both orally and in writing using sentences with details and essential elaboration in Japanese. • Recognize the past tense in plain form both orally and in writing in Japanese. • Show that I can understand some of what I read/hear in authentic resources in Japanese about how Japanese teenagers spend their weekend • Describe two activities in order both orally and in writing using the target language. • Give reasons for a situation both orally and in writing using sentences in Japanese. • Offer help to someone both orally and in writing the target language.

Grading Period 3	
Unit 3: Shopping and Eating Out Estimated Date Range: 1/4/24-3/8/24	
<p>Unit Overview: In this unit, students will compare their shopping habits, fashion preferences and favorite possessions with those of people around the world. They will look at prices of goods around the world and discuss how the exchange rate affects the real value of things. Students will then learn how to function in a real-world shopping scenario and restaurant scenario in order to express their needs, wants, and preferences while shopping and eating out. Additionally, students will be able to compare how the things they spend their money on are similar or different from the items that typically purchased by teens in the target culture.</p> <p>At home connections:</p> <ul style="list-style-type: none"> • Encourage students to seek out opportunities to interact with the target language, either through reading, listening or speaking with those who also speak the language. • They can practice their reading skills using menus from their favorite Japanese restaurant. 	
Concepts within Unit # 3 Link to TEKS	Success Criteria for this concept
Concept #1: Shopping	•

TEKS: 2.1b, 2.1c, 2.1d, 2.1e, 2.2a, 2.3a, 2.3b	<ul style="list-style-type: none"> Investigate what I can get for my money in the target culture, including investigating exchange rates, and write simple sentences about it in Japanese Ask for specific items and prices in a role play or conversation in Japanese about shopping Express my opinion in Japanese about an item in a shopping conversation Use the target language to respond to questions orally in an authentic shopping scenario Describe an online shopping experience using simple sentences in Japanese. Express preferences between traditional and online shopping in simple Japanese sentences.
Concept #2: Eating Out TEKS: 2.1a, 2.1b, 2.1c, 2.1d, 2.2a, 2.2b, 2.2c, 2.3a	<ul style="list-style-type: none"> Talk about and/or describe the food/drink I like to have in US and in Japan, both orally and in writing with simple supporting statements in Japanese Tell when and what people eat in the target culture, using a series of sequenced sentences with essential details and simple elaboration in Japanese. Ask/tell about the food/drinks I typically order both orally and in writing in Japanese. Order food/drinks in a simulated conversation with a waiter in Japanese.

Grading Period 4

Unit 4: Travel and Weather

Estimated Date Range: 3/18/24-5/23/24

Unit Overview:

In this unit, students will draw upon all the skills they have learned in previous units as they explore the target culture. Students will learn the skills they would need while on the trip. They will begin by investigating a variety of tourist attractions in several target culture cities. They will learn about the weather, things to do and food to eat in a variety of target language cities, as well as what to pack for a trip. Next they will familiarize themselves with the layout of the cities in order to be able to navigate the public transportation system and to locate their desired destinations. They will also ask for and follow directions to get from one place to another or to find their way when they are lost. They will also research different types of lodging available and explain their preferences, as well as be able to express their needs in a variety of situations they would be likely to encounter when traveling in the target culture.

At home connections:

- Students can label the rooms in the house in Chinese, and teach you the words for each room.

Concepts within Unit # 4 Link to TEKS	Success Criteria for this concept
Concept #1: Planning a Trip TEKS: 2.1a, 2.1c, 2.1d, 2.2a, 2.2b, 2.2d, 2.3a, 2.3b	<ul style="list-style-type: none"> Show that I can understand some of what I read/watch in authentic materials in Japanese about things to do in Japanese cities.

	<ul style="list-style-type: none"> Identify tourist attractions in a variety of target culture cities Tell where one attraction is located in relation to another using a mixture of phrases and sentences in Japanese. Describe a variety of tourist attractions in Japanese cities using target language sentences with essential details and simple elaboration Suggest places to visit and things to do in cities in the target culture with simple supporting reasons using the target language.
<p>Concept #2: Weather and What to Pack TEKS: 2.1b, 2.2a, 2.2b, 2.2d, 2.3a, 2.3b</p>	<ul style="list-style-type: none"> Show that understand some of what I read/watch in authentic materials in Japanese about some of the factors that affect what you pack for a trip (ex: weather) Discuss, through oral conversation in Japanese, the factors that affect what you pack for a trip Describe clothing appropriate for a variety of vacation activities and weather conditions, using phrases and simple sentences in Japanese. List items, other than clothing, that are necessary for a vacation, using the target language.
<p>Concept #3: Surviving Typical Vacation Situations TEKS: 2.1a, 2.1c, 2.1d, 2.2a, 2.2b, 2.2c, 2.3a, 2.3b</p>	<ul style="list-style-type: none"> Read a map or other culturally appropriate material in Japanese and determine the best route to take to arrive at a desired destination Ask for directions in Japanese and find my way to desired destinations based on the information I receive Navigate the public transportation systems in a variety of target culture cities Select appropriate lodging when travelling by reading/watching authentic materials in Japanese that describe those places Interact and react in spoken conversation in Japanese in a variety of situations common to travelers

Glossary of Curriculum Components

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Concept – A subtopic of the main topic of the unit.

Success Criteria—a description of what it looks like to be successful in this concept.

Parent Resources

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
Adventures in Japanese 2	This is the link to the Japanese textbook. While our curriculum does not align to the textbook, it can be used as a resource for students who might want/need additional practice.
Duolingo	This site provides students with extra practice in a variety of languages. It is not aligned with the curriculum, but could be a great way to reinforce the basics.
Multilingual Books	This site has links to foreign newspapers and magazines. Reading in the target language is one of the best ways to increase proficiency with the language.

Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students' prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding