

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
COURSE DESCRIPTION**

SUBJECT: World Languages
COURSE NAME: Japanese III
SUBMISSION TITLE: Hai, Ima!
PUBLISHER: EMC Corporation
GRADE(S): 9-12

COURSE CODE NUMBER:

OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL
1		Engage in conversation in Japanese to express feelings and ideas and exchange opinions.	
	FL.A.1.2.3	recognize and appropriately use oral syntax(grouping of words into sentences and phrases)and inflection in spoken target language.	All chapters
	FL.A.1.3.1	exchange information with peers and familiar adults orally and in writing about topics of common interest and about the target culture(e.g., personal relationships, events in the past or academic and cultural interests).	p5-11, 22-25, 28-31,44-49, 78-80, 92-110
	FL.A.1.3.2	language, with sufficient skill to gather information necessary for a simple project. (Note: The teacher of a Level III or above foreign language course may be considered a near-native speaker of the language.)	p5-9, 23-27
	FL.A.1.4.1	interact in the target language in a number of true-life situations chosen from a variety of contexts(e.g., asking for information).	p24-30, 42-45, 48, 49, 57-61, 66, 67, 74-83, 95-98
	FL.A.1.4.2	rephrase and use indirect expressions to communicate a message in the target language.	
2		Demonstrate understanding of spoken and written Japanese on a variety of topics.	
	FL.A.2.2.4	listen and read in the target language for leisure and personal enrichment (e.g., listen to, read, or view age-appropriate stories, plays, poems, films, or visual works of art.	p12, 13, 36, 52, 70, 74, 78, 80, 81, 96, 100
	FL.A.2.2.7	recognize the multiple ways in which an idea may be expressed in the target language and use them appropriately.	p46, 50
	FL.A.2.3.1	comprehend and interpret the content of authentic, written materials selected according to the familiarity of the topic and the scope of vocabulary and structure (e.g., personal letters and notes, pamphlets, newspapers and magazine articles, and advertisements).	p12, 36, 52, 70, 80, 87, 88, 95, 105

	FL.A.2.3.2	comprehend and interpret the main ideas and details from television, movies, videos, radio, or live presentations produced in the target language.	can be done outside the classroom
	FL.A.2.3.3	formulate and answer questions about the literary elements (e.g., plot, characters, main ideas, and supporting details) of authentic target-language literary selections.	p105
	FL.A.2.3.4	recognize the relationship between verbal and nonverbal signals in communication, while listening to a live speaker of the target language or while viewing and listening to a mass-media product (i.e., film, video, or concert).	can be done outside the classroom
3		present information and ideas to an audience through speaking and writing in Japanese	
	FL.A.3.3.1	write various types of texts (e.g., simple letters and essays) for a defined audience (e.g., teacher, peers, or pen pal) about topics of personal interest of experience (in terms of, e.g., ideas, opinions, attitudes, and feelings).	all chapters
	FL.A.3.3.2	provide information in spoken and written form on a variety of topics of personal, academic, and cultural interest (e.g., descriptions of popular or historical characters, expressions of opinion, personal conclusions about general-interest topics, and comparisons and contrasts between the target culture and his or her own culture).	all chapters
	FL.A.3.4.1	effectively communicate orally in the target language regarding a past, present, or future event.	all chapters
	FL.A.3.4.2	communicate in writing using a variety of vocabulary for past, present, and future events and feelings about those events (e.g., by writing a letter to a native speaker of the target language).	p69, 87
4		Demonstrate understanding of social interaction patterns within Japanese culture(s) through participation in cultural activities.	
	FL.B.1.3.1	participate in age-appropriate cultural activities (e.g., sports-related activities, music, television, and games).	p12, 13
	FL.B.1.3.3	recognize simple themes, ideas, or viewpoints on social behavior or social interaction in various settings (e.g., school, family and immediate community).	Chapter 1, 3, 4, 5
	FL.B.1.3.5	know various expressive forms of the target culture such as popular music, dance, children's magazines, comic books, children's literature, and common or everyday artwork (e.g., designs typical of the culture and used in clothing, pottery, ceramics, paintings, and architectural structures) and the influence of these forms on the larger community.	all chapters

	FL.B.1.4.1	interact in a variety of situations that reflect the activities of teenagers in the target culture, using appropriate verbal and nonverbal communication.	chapter 2
	FL.B.1.4.2	identify and discuss various patterns of behavior or interaction and the values and mindsets typical of youth in the target culture.	
5		Apply knowledge of Japanese language and culture(s) to further knowledge of other disciplines.	
	FL.C.1.3.1	use new information from a target language class (e.g., knowledge gained through a film or discussion in language class) to enhance study of a topic in another class.	p26-29, 74-77, 80, 81
	FL.C.1.3.2	use sources in the target language to assemble specific information about topics of personal interest in connection with ideas being studied in another class.	can be done outside the classroom
	FL.C.2.2.1	use information from a story being studied in the target language and connect elements from the story (e.g., color symbolism, geographic setting, and genre characteristics) to similar life situations.	p80, 81, 87, 105
	FL.C.2.2.4	restate and share information acquired from written texts in the context of a group discussion.	p29, 87
	FL.C.2.3.1	use the target language to establish contact with members of the target culture (e.g., to obtain information about a hobby, sport, or topic of general interest).	p11, 49, 69, 100
	FL.C.2.3.2	use the target language to gain access to information and perspectives that are only available through the target language or within the target culture (e.g., target language tourism publications or target-language sources about the target-language community).	chapter 2, 5
	FL.C.2.3.3.	use films or texts produced in the target language to gain knowledge and understanding of various aspects of the arts, music, literature, history, or economics of the target culture.	p28, 29
	FL.C.2.4.3	use target-language skills to obtain information and perspectives from speakers of the target language.	all chapters
	FL.C.2.4.4	to obtain information (in person or via the Internet) about a	Chapter 1, 2, 3, 6
6		social interaction appropriate to the setting.	can be done outside the classroom
	FL.D.1.3.1	understand how idiomatic expressions have an impact on communication and reflect culture, by using them correctly in both oral and written form.	p17, 24, 35, 102, 103
	FL.D.1.3.2	language (e.g., cognates and syntax variations) both orally and	all chapters

	FL.D.1.4.1	know elements of the target language that signify time, and the similarities and differences between comparable linguistic markers in the target language and in his or her own language.	
	FL.D.2.3.1	understand cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, birthdays, "coming of age" celebrations and recreational gatherings).	p76, 77, 80, 81
	FL.D.2.3.2	songs from the target culture and those in the native culture.	p98, 99
	FL.D.2.3.3	recognize the similarities and differences between attitudes about various topics found among teenagers in American culture and attitudes among teenagers in the target culture (e.g., surveys conducted through face-to-face contact or written exchanges).	p28, 29, 44, 45
	FL.D.2.3.4	understand selected economic, political, and social events that have shaped the target culture and its relationship with the United States across time.	can be done outside the classroom
	FL.D.2.4.4	recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.	Chapter 1, 2
7		Demonstrate knowledge of use of the Japanese language within and beyond the school setting.	
	FL.E.1.3.2	know professional organizations or individuals who use the target language (e.g., foreign consulates, corporations, and educational institutions) that he or she could contact to request information about possible employment opportunities.	can be done outside the classroom
	FL.E.1.4.1	understand that knowing more than one language allows people to function effectively in multilingual communities.	this is implied
	FL.E.1.4.2	know the benefits that being able to communicate in more than one language can have on one's career.	Chapter 6

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