

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
COURSE DESCRIPTION**

SUBJECT: World Languages
COURSE NAME: Japanese I
SUBMISSION TITLE: Ima! 1
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.1.1.1	express likes and dislikes when asked simple questions (e.g. about toys or other objects).	p60-62, 66, 67, 69-71, 73, 77, 80, 81
1	FL.A.1.1.2	greet others and exchange exential personal information (e.g. home address, telephone number, place of origin, and general health	p8, 9, 12, 13, 42-48, 50-54
1	FL.A.1.1.3	use appropriate gestures and expressions (i.e., body language) to complete or enhance verbal messages.	These will be learned throughout the course.
1	FL.A.1.2.1	express likes and dislikes regarding various aobects, categories, people, and events present I the everyday environment.	p94-97, 106, 107
1	FL.A.1.2.2	exchange information necessary to plan events or activities (e.g., picnics, birthday parties, science projects, and crafts).	p44, 87-89, 92,93, 103-105, 110-115
1	FL.A.1.3.4	use repetition, rephrasing, and gestures effectively to assist in communicationg spoken messages.	
2		Demonstrate understanding of spoken and written Japanese on a variety of topics	This is taught throughout the book.
	FL.A.2.1.1	follow and give simple instructions(e.g., instructions to participate in games or instructions provided by the teacher for classroom tasks).	covered throughout chapters
	FL.A.2.1.2	restate and rephrase simple information from materials presented orally, visually, and graphically in class.	
	FL.A.2.1.3	understand oral messages that are based on familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities.	p44, 45, 50, 54, chapter II, 84-86, 110-116, 134-137, 144-147, 182-194,
	FL.A.2.1.4	listen and read in the target language and respond through role playing, drawing, or singing.	p20, 29, 53, 77, 173

	FL.A.2.2.1	give and understand written and verbal instructions, using known, verbal patterns in the target language.	p30. 32, 33
	FL.A.2.2.3	organize information in spoken or written form about a variety of topics of academic and cultural interest (e.g., by making lists, categorizing objects, or organizing concepts).	p1-38
	FL.A.2.2.5	comprehend and respond to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary.	
3		Present information and ideas to an audience through speaking and writing in Japanese	
	FL.A.3.1.1.	provide simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities).	p60-67, 73, 77, 182-187
	FL.A.3.2.1	describe important people (e.g., family members and friends and objects present in his or her everyday environment and in school.	p60-67, 73, 77, 182-184
	FL.A.3.2.3	give responses in spoken or written form (e.g., answering simple questions, formulating questions, and making simple statements) to age-appropriate stories, poems or other literature, songs, films, or visual works.	p80,81
4		Demonstrate understanding of social interaction patterns within Japanese culture(s) through participation in cultural activities.	
	FL.B.1.1.1	participate in age-appropriate cultural activities (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing).	
	FL.B.1.1.2	recognize patterns of social behavior or social interaction in various settings (e.g., school, family, immediate community).	p13, 33, 52, 78
	FL.B.1.1.3	recognize various familiar objects and norms of the target culture (e.g., toys, dresses, and typical foods).	p176, 177
	FL.B.1.2.1	recognize various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthdays, celebrations, storytelling, dramatizations, and role playing).	
5		Apply knowledge of Japanese language and culture(s) to further knowledge of other disciplines.	
	FL.C.1.1.1	use simple vocabulary and phrases to identify familiar objects and concepts from other disciplines.	p40
	FL.C.1.1.2	participate in an activity in the target-language class that is based on a concept taught in a content class (e.g., shapes or relationships).	p40

	FL.C.1.2.1	participate in activities in the language class designed to integrate content-area concepts (e.g., mathematical calculations or cause-and-effect relationships) into target-language instruction(e.g., about countries or cultures).	p130, 131
	FL.C.1.2.2	use the target language to gain access to information that is only available through the target language or within the target culture (listen to a story told in the target language).	
6		Analyze and use different patterns of communication and social interaction appropriate to the setting	
	FL.D.1.1.1	know examples of word borrowing from one language to another.	p122, 125, 144, 145, 149
	FL.D.1.1.2	use simple vocabulary and short phrases in the target language	p32, 94-97, 144-147
	FL.D.1.2.1	false cognates (i.e., words derived from a common original	
	FL.D.1.2.2	recognize the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and the patterns of behavior of the local culture.	p1-38
	FL.D.2.1.1	behavior of the target culture related to recreation, celebration,	Chapter 4, 5, 6
	FL.D.2.1.2	recognize that there are similarities and differences between objects from the target culture and objects from the local culture (e.g., inside dwellings).	While learning the language, students will become aware of these similarities and differences.
	FL.D.2.2.1	of behavior of the target culture related to recreation, holidays,	Chapter 4, 5, 6
	FL.D.2.2.2	recognize forms of the target language evident in the local culture (e.g., signs, symbols, advertisements, packages, displays, murals, songs, and rhymes).	While learning the language, students will become aware of these forms in the local culture.
7		within and beyond the school setting.	
	FL.E.1.2.1	know that many people in the United States use languages other than English on a daily basis.	This is an implied fact.
	FL.E.1.2.2	demonstrate an awareness of employment possibilities (and other applications) for those who are able to master the target language.	
	F.L.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.	299-302, 322, 335, 344
	F.L.D.2.4.4	recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.	279, 299-302, 322, 335, 344, 350
7		Demonstrate knowledge of use of the German language within and beyond the school setting.	

	F.L.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.	TE 33
	F.L.E.1.4.1	understand that knowing more than one language allows people to function effectively in multilingual communities.	193-193, 196-197, 335-338, 354-357

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