

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
COURSE DESCRIPTION**

SUBJECT: World Languages
COURSE NAME: Japanese II
SUBMISSION TITLE: Ima! 2
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	FL.A.1.2.1	express likes and dislikes regarding various objects, categories, people, and events present in the everyday environment.	
	FL.A.1.2.3	recognize and appropriately use oral syntax (grouping of words into sentences and phrases) and inflection in spoken target language.	Covered in every chapter
	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).	p40-43, 71-76, Chapter 6
	FL.A.1.3.3	use appropriate vocabulary and cultural expressions to express the failure to understand a message and to request additional information (i.e., understand how to bridge gaps in communication in the target language).	p72-76
	FL.A.1.3.4	use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages.	p53
2		Demonstrate understanding of spoken and written Japanese on a variety of topics.	
	FL.A.2.2.1	give and understand written and verbal instructions, using known, verbal patterns in the target language.	p10, 40-43, 58-61, 120, 156-158
	FL.A.2.2.2	answer or formulate questions about a variety of media experiences produced in the target language (e.g., video, radio, television, songs, or computer programs).	p144, 150
	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.2.2.4	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).	activities can be done at home

	FL.A.2.2.5	comprehend and respond to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary.	p40, 41, 58, 59,
	FL.A.2.2.6	compare and contrast age-appropriate target-language records, films, and TV programs.	
	FL.A.2.2.7	recognize the multiple ways in which an idea may be expressed in the target language and use them appropriately.	p154, 171
	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).	p12
3		Present information and ideas to an audience through speaking and writing in Japanese.	
	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.	p44-49
	FL.A.3.2.2	provide information in spoken or written form on a variety of topics of popular and cultural interest (provide, e.g., descriptions, expressions of opinion, appreciation, and analysis).	p71-78, 80, 81, 94, 95, 98, 99, 123-129
	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.	
	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 or experience (in terms of, e.g., ideas, opinions, attitudes, and feelings).	p1-38, 50, 136, 144, 167
	FL.A.3.3.2	provide information in spoken or written form on a variety of topics of popular and cultural interest (e.g., descriptions of popular or historical characters, expressions of opinion, personal conclusions about general-interest topics, and comparisons and	p50, 136, 144, 167
	FL.A.3.4.1	effectively communicate orally in the target language regarding a past, present, or future event.	p74-76, 122, 131-133, 167
4		Demonstrate understanding of social interaction patterns within Japanese culture(s) through participation in cultural activities.	p103- 109
	FL.B.1.2.1	recognize various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing).	Chapter 5
	FL.B.1.2.2	identify patterns of behavior and the values, beliefs, or viewpoints typical of children in the target culture.	all chapters

	FL.B.1.2.3	experience and react to expressive and day-to-day aspects of the target culture enjoyed or produced by groups or individuals who belong to the target culture (e.g., children's songs, simple selections from authentic children's literature, artwork, typical foods, and types of dwellings).	can be done outside the classroom
	FL.B.1.3.1	use appropriate verbal and nonverbal communication for daily activities with peers and adults.	p1-38, 40-48, 50, 62, 63, 67, 71-77, 83-91, 94, 95, 108-115, 120-130, 141-144, 146-149
	FL.B.1.3.4	identify and discuss various aspects of the target culture (e.g., educational systems or institutions, means of transportation, and various rules).	all chapters
	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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