

West Linn–Wilsonville School District
World Languages – Course Statement

Course Title: French II, Japanese II, Spanish II, Chinese (Mandarin) II

Length of Course: Year
Number of Credits: 1
Grade Level: 9, 10, 11, 12
Prerequisites: Level I of the same language or consent of instructor
Work Samples
Offered in Course: Speaking (unrehearsed)

Date of Description/Revision: February 2009

Course Overview

This course continues the development of the four basic language skills (listening, speaking, reading, and writing) along with a further introduction to target culture. The Level II student is involved in world language activities (similar to Level I) that may include oral drills, role playing, conversational activities, listening and reading comprehension activities, writing tasks and activities including guest speakers and films to enhance cultural and language understanding.

Note: In **Japanese II**, the Japanese writing systems are further reinforced. In **Chinese (Mandarin) II**, students will focus more on building a solid grammatical foundation and completing sentences independently.

Essential Questions

Concepts providing focus for student learning

- What further understanding of one's mother language does one gain by studying another world language?
- What understanding do we gain of the culture of a people by studying their language?
- How does the study of another world language increase one's acceptance of and openness to diversity?
- What is effective communication? What skills are necessary to communicate successfully in another language?
- What does it mean to be proficient in a world language other than English?
- What syntax and grammatical patterns and vocabulary patterns in another world language are similar and different from English?

Proficiency Statements

Students will demonstrate Novice-Mid ** skills moving towards Novice-High ** skills.

Oral Proficiency

Upon completion of course, students will be able to:

- Demonstrate a functional communicative ability which continues to be characterized by learned utterances, and memorized, isolated words and high frequency phrases.
- Handle simple needs and express basic courtesies.

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- Ask questions or make statements involving learned materials.
- Show signs of spontaneity using learned combined phrases to move toward producing some autonomy of expression (Novice-High **).
- Express likes and dislikes with accuracy, and talk about familiar past events (Novice-High **), moving toward expressing more complex past and other time-related events.

Listening Proficiency

Upon completion of course, students will demonstrate understanding of:

- Messages containing memorized or rehearsed words, phrases, simple questions, commands and statements, although some initial accuracy of understanding exists (Novice-Mid **).
- Words and phrases from basic questions, statements, common commands, and simple past events about topics that refer to basic persona information or personal experiences.
- Target language speech with the assistance of repetition, rephrasing and/or with the use of slowed native speech (Novice-High **).

Reading Proficiency

Upon completion of course, students will be able to:

- Read information written from a variety of authentic and other sources, understanding some common cognates, borrowed words, and high frequency words from familiar material (Novice-Mid **).
- Interpret written language in areas of practical need, where the material is supported by contextual and/or visual cues.
- Understand simple statements and questions (Novice-High **).
- Use text markers to add to flow of comprehension.
- Understand important information and pick out main ideas when material is supported by contextual and/or visual clues (Novice-High **).
- Begin to self correct comprehension by re-reading texts (Novice-High **).

Note: The **Japanese II** student will read words *in Hiragana, Katakana*, and some *basic Kanji* in context. In **Chinese (Mandarin) II**, students will be introduced to about 350 more characters and reach reading skill quickly, with simple, graded activities on essential topics of text.

Writing Proficiency

Upon completion of course, students will be able to:

- Produce memorized words and high frequency phrases, simple sentences and patterned sentences on familiar topics (Novice-Mid **).
- Combine and recombine learned words and phrases on familiar topics, despite some errors which do not interfere with understanding.
- Write all the symbols in the alphabetic system.

Note: The **Japanese II** student will write many of the essential items in *Hiragana* and *Katakana*, with a general knowledge of 30 to 50 *Kanji*. In **Chinese (Mandarin) II**, special emphasis is placed on the radicals that are frequently used to compose Chinese characters. Students will draft short notes.

Career Education (Approximately 10 hours)

- In the first two years of world language instruction, students will learn about the difference between formal and informal address and discourse. They will be able to make introductions in a

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formal way to show respect and culturally appropriate manners; vocabulary choice as a reflection of the context of social interaction.

- Students will develop increased communication skills, including how to listen for optimal understanding, how to show respectful attention when listening to others. From the first weeks of study, students will be asked to make oral presentations, thereby developing confidence and self-assurance in expressing themselves in small groups.
- Vocabulary used to discuss professions and work will be studied. In this way, students will be reminded of the variety of possibilities that exist for careers and the use of a world language other than English in those careers. Guest speakers and videos featuring native speakers may bring students in contact with varieties of work experiences unfamiliar to them.
- Students will learn about interviewing techniques as they practice asking and answering questions.
- Students will also learn about how many businesses and groups of people use Spanish within the United States in both professional and interpersonal situations.

** References American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels which are reflected in the Oregon Second Language Content Standards.

General Course Topics/Units & Timeframes

All topics of Level 1* plus:

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|---|---|
| <ul style="list-style-type: none"> A. Health* B. Home* C. City* D. Daily Routines* E. Vacations* F. Shopping* G. Weather* / Seasons* H. Clothing* | <ul style="list-style-type: none"> I. Schedules* J. Express ability* K. Express quantity* L. Make suggestions* M. Express simple events in the past* N. Describe one's childhood* O. Ask / respond to invitations* |
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When a new concept is introduced, one to five days are spent concentrating on it. It is continually used and reviewed as it is linked to other new and learned concepts, so that students apply these concepts to communicate their own ideas.

* Topics marked with an asterisk are included in **Japanese II**, as well as Express Quantity and Frequency, Give Directions, Negotiate Basic Social Routines, and Ask for Clarification/Repetition.

* Topics marked with an asterisk are included in **Chinese (Mandarin) II**, as well as School Life, Transportation, Making Appointments and Chinese Festivals (more detailed). Chinese brush painting practice and computer skills training for Chinese characters input are also included.

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Resources

French II

- Text: *Discovering French, Level 2*, McDougal Littell, 2004
- Text (Supplemental): *Images Deux*, McDougal Littell, 1998
- Other: Various films, readers and other resources

Japanese II

- Text: *Ima! 2*, EMC Paradigm, 2000
- Text: *Hai, Ima!*, EMC Paradigm, 2002
- Other: Various films, readers and other resources

Spanish II

- Text: *En Espanol, Level 2*, McDougal Littell, 2004
- Text (Supplemental): *Ventanas Dos*, McDougal Littell, 1998
- Other: Various films, readers and other resources

Chinese II

- Text: *Integrated Chinese (Simplified Character Edition) Level 1 (Part 1)*, Cheng & Tsui Asian Language Series, 2008
- Other: Various films, readers and other resources