

Japanese I

Standard 1: Communication

Students communicate in a World Language while demonstrating literacy in all four essential skills

MSBSD World Languages Content Standards**Japanese I**

1.1 Listening - Students listen to and derive meaning from a variety of World Language sources.

Alaska World Languages Content Standard:

A student should be able to communicate in two or more languages, one of which is English

In order to meet this standard a student:

- recognizes common expressions
- obtains meaning from diverse listening sources
- demonstrates comprehension through appropriate responses
- engages in a variety of listening situations

1.3 Reading - Students read and derive meaning from a variety of materials written in a World Language.

Alaska World Languages Content Standard:

A student should expand the students knowledge of peoples and cultures through language study

In order to meet this standard a student:

- recognizes words, phrases, idiomatic expressions, and grammatical structures
- demonstrates comprehension of reading materials written for a variety of purposes
- uses and applies the information gained from reading
- responds to the cultural elements contained in reading materials of the language

1.2 Speaking - Students speak in a World Language for a variety of purposes and for a variety of audiences.

Alaska World Languages Content Standard:

A student should possess the language skills & cultural knowledge necessary to participate successfully in multi-lingual communities in the international marketplace.

In order to meet this standard a student:

- the three interpersonal, presentational, and interpretive skills
- uses vocabulary, grammatical forms, and structures of the selected language of cultural practices to spoken language
- expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades
- interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations

1.4 Writing - Students write in a World Language for a variety of purposes and for diverse audiences.

Alaska World Languages Content Standard:

A student should possess the language skills & cultural knowledge necessary to participate successfully in multi-lingual communities in the international marketplace.

In order to meet this standard a student:

- writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading
- writes for audiences such as peers, teachers, community members, and people from other countries
- plans, drafts, revises, proofreads, and edits written communications
- uses correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning
- uses legible handwriting and/or word processing

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

Alaska World Languages Content Standard: A student should expand the students knowledge of peoples and cultures through language study.

A student should possess the language skills & cultural knowledge necessary to participate successfully in multi-lingual communities in the international marketplace.

In order to meet this standard a student:

- demonstrates knowledge of aspects of world cultures such as daily life, educating, history, geography, government, economics, and the arts
- applies knowledge of cultural practices when communicating in a World Language
- uses the World Language to access cultural information available only in that language

Essential Learning Results Levels I (Beginning)

MSBSD World Languages Content Standards

Japanese I

Standard 1.1 Listening - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard a Level I student:

- comprehends common learned words, expressions, and cognates when hearing the World Language spoken
- selects language demonstrating comprehension of everyday conversations, including familiar situations, and simple instructions

Standard 1.3 Reading - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard a Level I student:

- recognizes cognates and commonly used expressions
- infers meaning of unfamiliar words and phrases from contexts
- demonstrates general comprehension of reading materials based on familiar vocabulary and situations
- recognizes cultural elements found in reading materials

Standard 1.2 Speaking - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard a Level I student:

- uses learned basic pronunciation and intonation patterns
- uses learned vocabulary and phrases to speak in predictable, familiar situation
- expresses personal opinions and desires with learned phrases
- describes everyday topics using appropriate vocabulary and grammatical structures
- asks and answers simple questions

Standard 1.4 Writing- Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard a Level I student:

- writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures
- writes to obtain information from a variety of sources
- reports information to a variety of audiences
- proofreads and rewrites own work
- uses appropriate grammar, spelling, capitalization, and punctuation

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard a Level I student:

- observes and identifies everyday cultural practices
- distinguishes similarities and differences among cultures
- uses culturally appropriate gestures and oral expressions
- listens to or reads materials in the language from the cultures being studied

**MSBSD World Languages
Course Outline**

Japanese I

Course Description:

Japanese I introduces students to the specific foreign culture and to the four basic language skills: listening comprehension, speaking, reading, and writing. Students acquire skills through oral repetition, dialogues, short compositions, dictations, reading, and written exercises.

Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

- **Lifelong Learning** - The skills required to acquire a World Language are basic to the learning process
- **Higher Achievement** - A higher level of skill is demanded of all workers in a global community
- **Economic Necessity** - In order to ensure our own future, we must be able to communicate with the rest of the world
- **Multicultural Perspective** - World Languages open doors not only to other languages, but also to other cultures, peoples, and lands

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
 - 1.1 Listening: Students listen to and derive meaning from a variety of purposes and audiences
 - 1.2 Speaking: Students speak for a variety of purposes and audiences
 - 1.3 Reading: Students read and derive meaning from a variety of written materials
 - 1.4 Writing: Students write for a variety of purposes and for diverse audiences
2. Students acquire and use knowledge of other cultures while developing World Language skills

Adjectives:

- desires
- likes

Pronunciation:

- basic pronunciation and intonation

Sentence Structure:

- affirmative
- negative
- Interrogative
- word order

Cognates

**Ko, So, A, Do
Pattern**

**Polite Volitional
Forms:**

- invitations

**Key Concepts
&
Structures**

Relationals

Writing:

- *katakana*
- *hiragana*
- *kanji*

Verbs:

- *masu* forms
- *wa...desu* pattern
- past tense
- non-past tense

Culture:

Students know and are able to

- observe and identify everyday cultural practices
- distinguish similarities and differences among cultures
- use culturally appropriate gestures and oral expressions
- listen to or read materials in the language from the cultures being studied

Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates, & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells, & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

Student self-assessment:

Based on the **Standards, Topics** and **Key Concepts** listed here, students should ask themselves

- 1.1 *Listening:* Can I understand Japanese when I here it?
- 1.2 *Speaking:* Can I speak Japanese with a variety of people?
- 1.3 *Reading:* Can I read a variety of materials in Japanese?
- 1.4 *Writing:* Can I share my knowledge of Japanese speaking cultures?
- 2 *Culture:* Can I use my knowledge of Japanese-speaking cultures?

Body Parts, Health & Fitness:

- * Identification of body parts
- * Expressions of state of health
- * Fitness activities
- * Diet
- *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping; Sports
- *Culture:* Medical care and diet

Daily Routines:

- * Personal hygiene and habits
- *Connecting Topics:* Body parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Time; School Schedule; Shopping; Sports
- *Culture:* Similarities & differences

Description of People, Personalities, & Nationalities:

- * Physical & Personality attributes
- * Fashion
- * Professions
- * Word formations when referring to nationalities
- *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- *Culture:* Celebrations; famous people; folklore activities & clothing; similarities & differences

Colors:

- * Description of objects
- * Preferences
- *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates, & Times; Family; Foods & Beverages; Numbers; Places & Locations
- *Culture:* Color in the culture

Dining Out:

- * Table settings
- * Table conversation
- * Toasting
- *Connecting Topics:* Body Parts, Health, & Fitness; Leisure Time; Travel & Transportation
- *Culture:* Polite nuances of ordering; currencies; timing & duration of meals; tipping; courses; meal times; meal-time expressions; toasting

Directions:

- * Directions to a place
- * Dates of events, holidays, activities, & celebrations
- * Metric & English system vocabularies
- * Numbers: 101-1000
- *Connecting Topics:* Daily Routines; Leisure Time: Shopping; Travel & Transportation
- *Culture:* Metric system for travel & cooking; transportation alternatives

Shopping:

- * Variety of stores & merchandise
- * Clothing, food, beverages
- * Opinions
- * Quantities & size
- *Connecting Topics:* Body Parts, Health, & Fitness; Daily Routines; Description of People; Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- *Culture:* Fashion; Seasonal availability; Metric & English systems; Electrical & Electronic systems

Sports:

- * Names & equipment
- * Preferences
- * Abilities
- * Sports clothing
- *Connecting Topics:* Body Parts, Health, & Fitness; Daily Routines; Description of People; Personalities & Nationalities; Leisure Time; School Schedule; Shopping; Travel & Transportation
- *Culture:* Popularity of sports; game rules

Travel & Transportation:

- * Local travel
- * Geographic names
- * Cardinal directions
- * Trip preparation, itinerary, tickets, & reservations
- * Modes of transportation
- *Connecting Topics:* Dining out; Directions; Leisure Time; School Schedule; Shopping; Sports
- *Culture:* Similarities & differences

Japanese I

Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing** students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**

Leisure Time:

- * Description of immediate family
- * Vacations
- * Free time activities
- * Family & community events
- *Connecting Topics:* All Topics
- *Culture:* Similarities & differences

School Schedule:

- * Names & order of classes
- * Preferences
- * Locations within school
- * Routine
- *Connecting Topics:* Daily Routines; Leisure Time; Sports; Travel & Transportation
- *Culture:* Similarities & differences

Plus Expansion of Level I Topics and Key Concepts

Japanese I Performance Indicators

Topic	Communication	Culture
Body Parts, Health And Fitness	<ul style="list-style-type: none"> • Identifies and presents information on basic body parts • Interprets and presents information about state of health using common expressions • Exchanges, interprets, and presents information on fitness activities and diet 	<ul style="list-style-type: none"> • Compares and contrasts cultural practices in areas of medical care and diet
Daily Routines	<ul style="list-style-type: none"> • Exchanges, interprets, and presents information about personal hygiene and habits 	<ul style="list-style-type: none"> • Describes cultural similarities and differences in personal routines
Description of People, Personalities, and Nationalities	<ul style="list-style-type: none"> • Identifies, exchanges, and presents personal and biographical information including physical descriptions and personality attributes • Exchanges, interprets, and describes information about fashion • Exchanges, interprets, and describes information about professions • Applies correct word formations when referring to nationalities 	<ul style="list-style-type: none"> • Describes similarities and differences in celebrations • Explain the influence of culture on clothing and clothing in folkloric activities • Identifies famous historical, literary, or artistic Japanese-speaking personalities
Dining Out	<ul style="list-style-type: none"> • Exchanges, interprets, and describes table settings and table conversations • Describes a toast in the context celebrations and appropriateness 	<ul style="list-style-type: none"> • Explains eating customs including nuances of ordering, currencies, timing, and duration of meals, tipping, courses, meal times, meal time expressions, and toasting in Japanese-speaking cultures

Japanese I Performance Indicators (continued)

Topic	Communication	Culture
Directions	<ul style="list-style-type: none"> • Asks for or gives simple directions to specified locations or on how to carry out a procedure • Follows oral and written directions to a specified location or on how to carry out a procedure • Describes, similarities and differences between Metric and English systems and applies the vocabularies of both • Exchanges, interprets, and presents information using numbers 101-1000 	<ul style="list-style-type: none"> • Identifies transportation alternatives in Japanese-speaking cultures • Describes travel and cooking using the metric system
Leisure Time	<ul style="list-style-type: none"> • Exchanges information and interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events 	<ul style="list-style-type: none"> • Compares and contrasts leisure time activities in Japanese-speaking cultures to ones' own
School Schedule	<ul style="list-style-type: none"> • Exchanges, interprets, and presents information about course schedules including names and order of classes • Provides information regarding personal preferences about courses • Describes locations within the school building • Presents information regarding daily routines in school 	<ul style="list-style-type: none"> • Describes similarities and differences in schooling in Japanese-speaking cultures and ones' own
Shopping	<ul style="list-style-type: none"> • Describes types of stores and merchandise available in a Japanese-speaking country • Presents personal preferences for style and design of clothing, food, and beverages • Interprets and presents information about size, price, and quantity of items using authentic items 	<ul style="list-style-type: none"> • Describes the influence of culture on fashion • Describes seasonal availability of merchandise • Compare sizing, currency, measurement, electrical, and electronic systems in the U.S. with those used in Japanese-speaking countries