

# Japanese IV

## Foreign Language Curriculum Framework

Revised 2007

Course Title: Japanese IV  
 Course/Unit Credit: 1  
 Course Number:  
 Teacher Licensure: Secondary Japanese  
 Grades: 9-12

### Japanese IV

Japanese IV is an elective course that furthers the communication skills acquired in Japanese III, with the aim of language proficiency. Japanese IV includes extensive oral expression. Authentic audio and video recordings as well as native Japanese speakers are accessed to improve comprehension and conversation. Reading selections from authentic materials and selected Japanese literature are read for comprehension. Discussion, debate, projects, compositions, and other directed writings demonstrate understanding of the culture and the complexities of the language and vocabulary. The majority of the course is conducted in Japanese. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Japanese IV and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Japanese III is a prerequisite for this course. Arkansas Department of Education approval is not required.

| Strand        | Content Standard   |
|---------------|--|
| Communication |  |
|               | 1. Students shall interpret information and messages in the Japanese language (interpretive).  |
|               | 2. Students shall interact with others in the Japanese language (interpersonal).   |
|               | 3. Students shall present information and messages in the Japanese language (presentational).  |
| Culture       |  |
|               | 4. Students shall demonstrate understanding of the <i>practices</i> of the Japanese-speaking world ( <i>practices</i> ).   |
|               | 5. Students shall demonstrate understanding of the <i>products</i> of the Japanese-speaking world ( <i>products</i> ).   |
|               | 6. Students shall demonstrate understanding of the <i>perspectives</i> of the Japanese-speaking world ( <i>perspectives</i> ).                                       |
| Connections   |  |
|               | 7. Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).                                     |
|               | 8. Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (global <i>perspectives</i> ). |
| Comparisons   |  |
|               | 9. Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).                             |
|               | 10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).       |
| Communities   |  |
|               | 11. Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).   |
|               | 12. Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).                           |

Strand: Communication

Standard 1: Students shall interpret information and messages in the Japanese language (interpretive).

|             |  |
|-------------|--|
| CMC.1.JIV.1 | Demonstrate an ability to interpret abstract oral, visual, and textual cues (e.g., gestures, intonation, nuances)                      |
| CMC.1.JIV.2 | Identify the relationship between the writer/speaker and his/her audience based on the style of language (e.g., <i>humble speech</i> ) |
| CMC.1.JIV.3 | Describe abstract themes and ideas from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)      |
| CMC.1.JIV.4 | Evaluate the effectiveness of how the oral, visual, or textual source carries out the author's purpose                                 |
| CMC.1.JIV.5 | Recognize <u>Kanji</u> related to level-appropriate topics, including <i>stroke order</i> and <i>stroke count</i>                      |

Strand: Communication

Standard 2: Students shall interact with others in the Japanese language (interpersonal).

|             |   |
|-------------|---|
| CMC.2.JIV.1 | Exchange extended dialogue with culturally appropriate gestures <ul style="list-style-type: none"><li>• <i>idiomatic expressions</i></li><li>• support for opinions and personal preferences</li><li>• <i>colloquialisms</i></li><li>• reactions to literary and multimedia input</li></ul> |
| CMC.2.JIV.2 | Employ <i>circumlocution</i> skills to sustain a conversation   |
| CMC.2.JIV.3 | Expand upon a level-appropriate topic when asked to do so   |
| CMC.2.JIV.4 | Apply situational-appropriate language and gestures (e.g., <i>humble speech</i> )   |

Strand: Communication

Standard 3: Students shall present information and messages in the Japanese language (presentational).

|             |   |
|-------------|---|
| CMC.3.JIV.1 | Employ proper rhythm, accent, and intonation in impromptu presentations (e.g., skits, dialogues)  |
| CMC.3.JIV.2 | Write compositions of varying sentence length and structure, in <i>Kana</i> and <i>Kanji</i> , using proper <i>stroke order</i> , <i>stroke count</i> , grammar, punctuation, and conventions (e.g., compound or complex sentences) |
| CMC.3.JIV.3 | Use a variety of connecting/transitional words to relate sentences or paragraphs  |

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Japanese-speaking world (*practices*).

|             |  |
|-------------|--|
| CLT.4.JIV.1 | Analyze the purposes of <i>practices</i> of Japanese-speaking communities                                  |
| CLT.4.JIV.2 | Justify the relationship between influential factors and <i>practices</i> of Japanese-speaking communities |

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Japanese-speaking world (*products*).

|             |   |
|-------------|---|
| CLT.5.JIV.1 | Analyze the purposes of tangible <i>products</i> of Japanese-speaking communities                         |
| CLT.5.JIV.2 | Analyze the purposes of intangible <i>products</i> of Japanese-speaking communities                       |
| CLT.5.JIV.3 | Justify the relationship between influential factors and <i>products</i> of Japanese-speaking communities |

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Japanese-speaking world (*perspectives*).

|             |  |
|-------------|--|
| CLT.6.JIV.1 | Analyze the effects of different <i>perspectives</i> reflected in <i>practices</i> among various Japanese-speaking communities |
| CLT.6.JIV.2 | Analyze the effects of different <i>perspectives</i> reflected in <i>products</i> among various Japanese-speaking communities  |

Strand: Connections

Standard 7: Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

|             |   |
|-------------|---|
| CNN.7.JIV.1 | Analyze terms and concepts from other subject areas     |
| CNN.7.JIV.2 | Apply level-appropriate skills from other subject areas |

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (*global perspectives*).

|             |   |
|-------------|---|
| CNN.8.JIV.1 | Analyze the influence of <i>practices</i> of Japanese-speaking communities on the global community    |
| CNN.8.JIV.2 | Analyze the influence of <i>products</i> of Japanese-speaking communities on the global community     |
| CNN.8.JIV.3 | Analyze the influence of <i>perspectives</i> of Japanese-speaking communities on the global community |

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).

|             |   |
|-------------|---|
| CMP.9.JIV.1 | Analyze the similarities and differences in sounds and sentence structure |
| CMP.9.JIV.2 | Analyze the similarities and differences in writing systems               |

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).

|              |   |
|--------------|---|
| CMP.10.JIV.1 | Analyze the similarities and differences in <i>practices</i>    |
| CMP.10.JIV.2 | Analyze the similarities and differences in <i>products</i>     |
| CMP.10.JIV.3 | Analyze the similarities and differences in <i>perspectives</i> |

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).

|              |  |
|--------------|--|
| CMN.11.JIV.1 | Recognize the ways others use the Japanese language in a variety of situations                   |
| CMN.11.JIV.2 | Identify ways for non-native speakers to use Japanese language skills in a variety of situations |

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).

|              |  |
|--------------|--|
| CMN.12.JIV.1 | Predict the future importance of the Japanese language in the global community |
| CMN.12.JIV.2 | Identify Japanese-speaking professionals in the global community               |

## Glossary for Japanese Courses

|                      |   |
|----------------------|---|
| Circumlocution       | Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task |
| Colloquialism        | Words and phrases unique to geographical regions, cultures, or subcultures  |
| Courtesy phrases     | Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)   |
| Humble speech        | Words that humble the speaker, writer, or members of the speaker/writer's <i>in-group</i> (e.g., <u>mairimasu</u> in place of <u>ikimasu</u> )                    |
| Idiomatic expression | An expression which functions as a single unit and whose meaning cannot be translated word for word   |
| In-group             | Set of persons of like status, as determined by immediate circumstances   |
| <u>Kana</u>          | Japanese systems of syllabic writing: <u>katakana</u> and <u>hiragana</u>   |
| <u>Kanji</u>         | Chinese characters adapted for the Japanese language  |
| Mora count           | Unit of sound, used in phonology, that determines a syllable's weight   |
| Out-group            | Set of persons of differing status, as determined by immediate circumstances  |
| Perspectives         | Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society       |
| Plain speech         | Words that end in <u>-u</u> , <u>-ru</u> , <u>-ta</u> , <u>-da</u> , or <u>-datta</u>   |
| Polite speech        | Words that end in <u>-masu</u> , <u>-mashita</u> , <u>-desu</u> , or <u>-deshita</u>  |
| Practices            | Patterns of behavior accepted by a society  |
| Products             | Concrete (tangible) or abstract (intangible) cultural elements of a society   |
| Respectful speech    | Words that show respect for the person about whom is being spoken or written (e.g., <u>irasshaimasu</u> in place of <u>ikimasu</u> )                              |
| Stroke count         | Number of elements in a <u>Kana</u> or <u>Kanji</u>   |
| Stroke order         | Sequence of elements in a <u>Kana</u> or <u>Kanji</u>   |