

Japanese III

Foreign Language Curriculum Framework

Revised 2007

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

Japanese III

Japanese III is an elective course that emphasizes oral and written expression to promote more proficient Japanese communication skills. Japanese III includes the review and expansion of essential Japanese grammar and vocabulary necessary for advanced communication. Culturally authentic materials and literary selections are read and discussed. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. Aural comprehension is emphasized. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Japanese III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Japanese II 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.JIII.1	Demonstrate an ability to interpret oral, visual, and textual cues (e.g., gestures, intonation, nuances)
CMC.1.JIII.2	Identify the relationship between the writer/speaker and his/her audience based on the style of language (e.g., <i>respectful speech</i>)
CMC.1.JIII.3	Identify principal messages or main ideas and details from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.JIII.4	Provide support for conclusions drawn from a variety of oral, visual, and textual sources
CMC.1.JIII.5	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions, author's purpose)
CMC.1.JIII.6	Recognize <i>Kanji</i> 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.JIII.1	Exchange extended dialogue on level-appropriate topics with culturally appropriate gestures <ul style="list-style-type: none">• <i>idiomatic expressions</i>• support for opinions and personal preferences• <i>colloquialisms</i>• reactions to literary and multimedia input
CMC.2.JIII.2	Exchange information and ideas in several consecutive sentences with elaboration as needed to make a point
CMC.2.JIII.3	Offer an alternative way of expressing an idea when asked for clarification
CMC.2.JIII.4	Apply situational-appropriate language and gestures (e.g., <i>respectful speech</i>)

Strand: Communication

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

CMC.3.JIII.1	Employ proper rhythm, accent, and intonation in extended rehearsed presentations (e.g., skits, dialogues)
CMC.3.JIII.2	Compose cohesive paragraphs with topic sentences and supporting sentences, in <i>Kana</i> and <i>Kanji</i> , using proper <i>stroke order</i> , <i>stroke count</i> , grammar, punctuation, and conventions
CMC.3.JIII.3	Use a limited number 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.JIII.1	Analyze the differences in <i>practices</i> among various Japanese-speaking communities
CLT.4.JIII.2	Analyze factors that have influenced <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.JIII.1	Analyze the differences in tangible <i>products</i> among various Japanese-speaking communities
CLT.5.JIII.2	Analyze the differences in intangible <i>products</i> among various Japanese-speaking communities
CLT.5.JIII.3	Analyze the factors that have influenced <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.JIII.1	Analyze the differences in <i>perspectives</i> reflected in <i>practices</i> among various Japanese-speaking communities
CLT.6.JIII.2	Analyze the differences in <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.JIII.1	Apply terms and concepts from other subject areas
CNN.7.JIII.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.JIII.1	Examine the influence of <i>practices</i> of Japanese-speaking communities on the United States
CNN.8.JIII.2	Examine the influence of <i>products</i> of Japanese-speaking communities on the United States
CNN.8.JIII.3	Examine the influence of <i>perspectives</i> of Japanese-speaking communities on the United States

Strand: Comparisons

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

CMP.9.JIII.1	Examine the similarities and differences in sounds and sentence structure
CMP.9.JIII.2	Examine 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.JIII.1	Examine the similarities and differences in <i>practices</i>
CMP.10.JIII.2	Examine the similarities and differences in <i>products</i>
CMP.10.JIII.3	Examine 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.JIII.1	Recognize the ways others use the Japanese language in the global community
CMN.11.JIII.2	Identify ways to use Japanese language skills in the global community

Strand: Communities

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

CMN.12.JIII.1	Predict the future importance of the Japanese language in the United States
CMN.12.JIII.2	Identify Japanese-speaking professionals in the United States

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>