

# Japanese I

## Foreign Language Curriculum Framework

Revised 2007

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

### Japanese I

Japanese I stresses correct pronunciation, aural comprehension, and simple speaking ability. As communication skills develop, the course includes additional vocabulary and basic grammar necessary for limited reading and writing. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Japanese I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Japanese I may be used to partially fulfill this requirement. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	
	1. Students shall interpret information and messages in the Japanese language ( <i>interpretive</i> ).
	2. Students shall interact with others in the Japanese language ( <i>interpersonal</i> ).
	3. Students shall present information and messages in the Japanese language ( <i>presentational</i> ).
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 ( <i>global 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 ( <i>involvement</i> ).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment ( <i>ownership</i> ).

Strand: Communication

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

CMC.1.JI.1	Recognize sounds and <i>mora count</i>
CMC.1.JI.2	Demonstrate an ability to interpret basic oral, visual, and textual cues (e.g., gestures, intonation, nuances)
CMC.1.JI.3	Identify the relationship between the writer/speaker and his/her audience based on the style of language (e.g., <i>in-group vs. out-group</i> )
CMC.1.JI.4	Identify principal messages or main ideas, on level-appropriate topics, from a variety of simple oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.JI.5	Provide support for conclusions drawn from a variety of simple oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.JI.6	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions, author's purpose)
CMC.1.JI.7	Recognize <i>Kana</i> and basic <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.JI.1	Exchange basic words and phrases with culturally appropriate gestures <ul style="list-style-type: none"><li>• greetings and leave takings</li><li>• <i>courtesy phrases</i></li><li>• basic <i>idiomatic expressions</i></li><li>• introductions of self</li><li>• survival phrases (e.g., Where is the restroom?)</li><li>• simple requests and directions</li></ul>
CMC.2.JI.2	Exchange basic information about self, others, places, and things (e.g., descriptions, daily life, likes and dislikes)
CMC.2.JI.3	Request that exchanged information or ideas be repeated
CMC.2.JI.4	Apply situational-appropriate language and gestures (e.g., <i>in-group</i> vs. <i>out-group</i> , name suffixes, animate vs. inanimate objects)

Strand: Communication

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

CMC.3.JI.1	Employ proper rhythm, accent, and intonation in brief rehearsed presentations (e.g., skits, dialogues)
CMC.3.JI.2	Construct phrases and simple sentences, in <i>Kana</i> and basic <i>Kanji</i> , using proper <i>stroke order</i> , <i>stroke count</i> , grammar, punctuation, and conventions

Strand: Culture

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

CLT.4.JI.1	Recognize <i>practices</i> of Japanese-speaking communities (e.g., tea ceremony, <u>ikebana</u> , karaoke)
CLT.4.JI.2	Identify factors that have influenced <i>practices</i> of Japanese-speaking communities (e.g., World War II)

Strand: Culture

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

CLT.5.JI.1	Recognize tangible <i>products</i> of Japanese-speaking communities (e.g., electronics, automobiles)
CLT.5.JI.2	Recognize intangible <i>products</i> of Japanese-speaking communities (e.g., Buddhism, Zen)
CLT.5.JI.3	Identify factors that have influenced <i>products</i> of Japanese-speaking communities (e.g., lack of natural resources)

Strand: Culture

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

CLT.6.JI.1	Identify <i>perspectives</i> reflected in <i>practices</i> of Japanese-speaking communities (e.g., work ethic, purity)
CLT.6.JI.2	Identify <i>perspectives</i> reflected in <i>products</i> of Japanese-speaking communities (e.g., precision, respect for nature)

Strand: Connections

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

CNN.7.JI.1	Recognize basic terms and concepts from other subject areas
CNN.7.JI.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.JI.1	Explain the influence of <i>practices</i> of Japanese-speaking communities on the United States (e.g., martial arts)
CNN.8.JI.2	Explain the influence of <i>products</i> of Japanese-speaking communities on the United States (e.g., sushi, automobile industry)
CNN.8.JI.3	Explain the influence of <i>perspectives</i> of Japanese-speaking communities on the United States (e.g., work ethic)

Strand: Comparisons

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

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

Strand: Communities

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

CMN.12.JI.1	Explain the benefits of studying the Japanese language in high school
CMN.12.JI.2	Identify ways to continue studying the Japanese language after high school graduation

## 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>