



JAPANESE I GRADES 9-12

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students begin the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Japanese II

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., French I, Latin I or Spanish I (Grades 6-12), German I (Grades 7-12) or Russian I (Grades 9-12).

REQUIRED STUDENT TEXTBOOK

Adventures in Japanese I (Cheng & Tsui Company, 2004)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other audio/visual media, primary source documents, simulations, and computer programs.

JAPANESE I

GOAL 1 – COMMUNICATION

Communicate in Japanese *

Standards

Interpersonal Mode (IP)

1.1 Students provide and obtain information, express feelings and emotions, and exchange opinions, both orally and in writing.

Interpretative Mode (IR)

1.2 Students understand and interpret written and spoken language on a variety of topics.

Presentational Mode (P)

1.3 Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

JI.1.IP: Communication: Interpersonal

- Use greetings, leave takings, and common classroom expressions in Japanese.
- Express and react to opinions in Japanese.
- Follow and/or give simple instructions in Japanese at times using authentic and other materials.
- Ask and answer questions in Japanese pertaining to familiar topics.
- Exchange in Japanese level-appropriate information using available technology.

JI.1.IR: Communication: Interpretive

- FL.7-12.FL.JI.1.IR.1: Recognize in Japanese the sequence of events using authentic materials and other resources.
- JI.1.IR.2: Identify in Japanese the main ideas using authentic and other materials.
- JI.1.IR.3: Interpret gestures, intonation, and other visual/auditory cues from Japanese-speaking cultures.
- JI.1.IR.4: Derive in Japanese meaning from familiar information in new contexts using authentic and other materials.

JI.1.P: Communication: Presentational

- Retell in Japanese familiar information in new contexts.
- Present in Japanese unrehearsed information that pertains to familiar topics.
- Present in Japanese level-appropriate information using available technology.

GOAL 2 – CULTURES

Gain Knowledge and Understanding of Japanese Culture *

Standards

- 2.1 Students demonstrate an understanding of the relationship among products, practices, and perspectives of the cultures studied.
- 2.2 Students demonstrate an awareness, acceptance, and appreciation of diverse cultures.

JI.2.IP: Cultures: Interpersonal

- Use culturally appropriate verbal and nonverbal behaviors when exchanging information in Japanese.
- Ask and answer questions in Japanese about products and practices.

JI.2.IR: Cultures: Interpretive

- Identify in Japanese products and practices in the Japanese-speaking cultures that relate to familiar topics.
- Identify in Japanese perspectives of Japanese-speaking cultures that have emerged from products and practices that relate to familiar topics.
- Identify in Japanese common cultural themes in written selections.

JI.2.P: Cultures: Presentational

- Present unrehearsed, familiar information in Japanese that uses idiomatic expressions, proverbs, and/or short literary quotes.
- Compare in Japanese practices and perspectives of Japanese-speaking cultures to their own practices and perspectives.

GOAL 3 – CONNECTIONS

Use Japanese to Connect with Other Disciplines and Expand Knowledge *

Standards

- 3.1 Students reinforce and expand their knowledge of other disciplines through the study of Japanese.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the study of Japanese and its culture.

JI.3.IP: Connections: Interpersonal

- Exchange information in Japanese about knowledge gained from other subject areas.
- Ask and answer questions in Japanese to identify topics common to Japanese and other disciplines.
- Exchange information in Japanese about their own opinions of other subject areas.

JI.3.IR: Connections: Interpretive

- Identify information in Japanese that would be useful in other subject areas.
- Identify in Japanese topics common to Japanese and other subject areas.

FL.JI.3.P: Connections: Presentational

- Paraphrase information in Japanese about topics common to Japanese and other subject areas.
- Apply skills learned in other subject areas to complete oral and written tasks in Japanese.

GOAL 4 – COMPARISONS

Develop Insight through Japanese into the Nature of Language and Culture *

Standards

4.1 Students demonstrate understanding of the nature of language through comparisons of Japanese and their own language.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the Japanese culture and their own culture.

JI.4.IP: Comparisons: Interpersonal

- Exchange in Japanese familiar and new information to address others formally and informally according to Japanese-speaking cultures.
- Ask and answer questions in Japanese that include cognates, gestures, and level-appropriate idiomatic expressions.

JI.4.IR: Comparisons: Interpretive

- Identify in Japanese false cognates, cognates, gestures, and level-appropriate idiomatic expressions that are used in Japanese-speaking cultures.
- Recognize in Japanese differences and similarities between the sound and writing systems of Japanese and English.
- Recognize critical sound distinctions necessary in communicating meaning in Japanese.

JI.4.P: Comparisons: Presentational

- Compare in Japanese cognates, gestures, and idiomatic expressions of Japanese-speaking cultures and their own culture.

GOAL 5 – COMMUNITIES

Use Japanese to Participate in Multilingual Communities at Home and Around the World *

Standards

- 5.1 Students use Japanese for meaningful purposes both within and beyond the school setting.
- 5.2 Students explore opportunities to use Japanese for personal growth and career goals at home and abroad.

JI.5.IP: Communities: Interpersonal

- Exchange information about the presence of Japanese-speaking people within and beyond the school setting.

JI.5.IR: Communities: Interpretive

- Identify career opportunities that require the use of Japanese.

JI.5.P: Communities: Presentational

- Relate the advantages of being able to communicate in Japanese.

* Task Force of the National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, Kansas: Allen Press.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

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