

Descriptions of Target Student Abilities: First Year Japanese
Japanese Language Objectives, 2009

<p>Interpersonal Abilities and Skills</p> <p>Students in First-Year Japanese are able to engage in simple conversations on the most common aspects of daily life using basic grammatical structures and appropriate lexical forms.</p> <p>Students demonstrate an awareness of different styles of speech (e.g. polite vs. casual vs. honorific), and begin to choose between polite and casual forms in their oral production.</p>	<p>JAPANLNG 1 (formerly 7)</p> <p>During the first quarter, students interact with classmates and their instructor using the polite type of speech. They can exchange basic personal information and converse on daily activities using lists and simple sentences.</p> <p>At the end of the quarter, students will be able to:</p>	<p>JAPANLNG 2 (formerly 8)</p> <p>During the second quarter, students develop the quantity and quality of communicative skill acquired in the previous level. They can engage in simple conversations using the casual type of speech. Their communication consists primarily of short simple sentences, with occasional complex sentences.</p> <p>Students continue to interact with classmates and their instructors, and begin to engage in occasional interactions with Japanese speakers outside the classroom.</p> <p>At the end of the quarter, students will be able to:</p>	<p>JAPANLNG 3 (formerly 9)</p> <p>During the third quarter, students continue to interact primarily with classmates and their instructors, as well as with members of the Japanese-speaking community in limited settings. They reinforce and further develop communicative skills in both polite and casual speech. Their discourse consists principally of simple sentences with occasional complex sentences.</p> <p>At the end of the quarter, students will be able to:</p>
	<ul style="list-style-type: none"> • Introduce themselves and exchange information such as name, major, telephone numbers, birthdays, etc. • Identify various people, places and entities from their immediate surroundings and everyday life (e.g. classroom items, clothing, food, buildings, etc.). • Give short descriptions of the above locations, objects and people using appropriate adjectives. • List their daily activities, including interests and hobbies, using verbs and adjectives in the present and past forms. • Ask and answer simple questions, e.g. “yes – no”, “where”, “who” and “what”. 	<ul style="list-style-type: none"> • Perform the functions of the previous quarter with greater sophistication. • Speak in the explanatory or “chatting” mode in addition to the “fact” mode. • Carry out short conversations using the casual style of speech. • Describe potential abilities and activities one can or cannot do. • Talk about physical conditions, well-being and basic symptoms in a daily context. • Describe in greater detail everyday and recreational activities in the present and past (e.g. vacations, trips, places of interest) with better control of adjectival forms. • Make simple comparisons. • Exchange information about future activities, duration of actions, and 	<ul style="list-style-type: none"> • Perform the functions of the previous quarter with more accuracy and at a higher level. • Engage in simple conversation with older people, people of higher status, etc, and ask and answer simple questions appropriately. • Begin simple story-telling about unexpected events (and convey related affect) by using the passive verb construction and <i>~tara</i> in Japanese. • Convey second-hand information (i.e. reported speech) with/without commitment using structures such as <i>soo desu</i> and <i>to itteita</i>. • Express regrets for doing

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	<ul style="list-style-type: none"> Participate in highly structured simulated conversations in situations such as: asking for directions; extending, accepting or declining invitations; asking/granting permission, etc. 	<p>intentions.</p> <ul style="list-style-type: none"> Express opinions, desires, and conjectures. Offer simple advice and suggestions. Participate effectively in structured simulated conversations in a wider range of encounters, e.g. ordering a meal, visiting a doctor's office, giving/receiving gifts, etc. 	<p>something.</p> <ul style="list-style-type: none"> Make various types of conjecture. Provide simple explanations using relative clauses. Participate effectively in simulated conversations in a wider range of situations, for example: giving directions, extending apologies, making requests or complaints, gossiping, etc.
<p>Interpretive Abilities</p> <p>Students will be able to understand and interpret written and spoken language on familiar topics, as well as manifest growing awareness of the social and cultural influences shaping the production of oral and written texts in the Japanese-speaking world.</p> <p>Students will read primarily texts created specifically for language learners and begin to understand simple, authentic texts that use the two sets of phonetic symbols (<i>hiragana</i> and <i>katakana</i>), and 300 <i>kanji</i> characters.</p>	<p>JAPANLNG 1 (formerly 7)</p> <p>During the first quarter, students will demonstrate comprehension of simple Japanese conversations in polite speech, with visual support, that are drawn from familiar material.</p> <p>Students will understand all phonetic symbols of <i>hiragana</i> and <i>katakana</i>, as well as know the meanings and pronunciations of 80 <i>kanji</i> characters. They will be able to recognize approximately 120 vocabulary items—distributed among <i>on</i> reading (Chinese borrowings) and <i>kun</i> reading (native Japanese words)—that incorporate those 80 <i>kanji</i>. Students are able to read short (half-page), specially prepared texts on the most familiar of topics.</p> <p>At the end of the quarter, students will be able to:</p>	<p>JAPANLNG 2 (formerly 8)</p> <p>During the second quarter, students will demonstrate comprehension of longer but linguistically simple Japanese conversations, in both polite and casual speech styles, that are drawn from familiar material.</p> <p>Students will be able to read specially-prepared texts of approximately a half- to full-page in length that incorporate <i>hiragana</i>, <i>katakana</i> and 200 <i>kanji</i> characters.</p> <p>At the end of the quarter, students will be able to:</p>	<p>JAPANLNG 3 (formerly 9)</p> <p>During the third quarter, students will demonstrate comprehension of more extensive conversation and narration, in both polite and casual speech styles, that are drawn from familiar material.</p> <p>Students will be able to read specially-prepared materials of approximately one page in length that incorporate <i>hiragana</i>, <i>katakana</i> and 300 <i>kanji</i> characters.</p> <p>At the end of the quarter, students will be able to:</p>
	<ul style="list-style-type: none"> Identify topic, focus, and key details of specially prepared, short oral texts such as dialogues and monologues (~ 1-2 minutes), that use the polite style of speech and incorporate familiar vocabulary and structures. Become familiar with the Japanese 	<ul style="list-style-type: none"> Identify topic, focus, and key details of specially prepared, short conversations (~ 3 minutes) in both polite and casual speech styles, that are built on lexically and structurally familiar material. Begin to recognize familiar words, phrases or sentences in authentic oral 	<ul style="list-style-type: none"> Identify topic, focus, and key details of longer conversations (~ 5 minutes) in polite and casual speech styles, as well as in some honorific speech, that are built on lexically and structurally familiar material.

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	<p>reading system and its conventions.</p> <ul style="list-style-type: none"> • Understand short, simple written texts that use lexically and linguistically familiar material and are created for this level, such as memos, post cards, and short letters. • Read and pick out information in simple authentic materials such as: restaurant menus, songs, and advertisements for clothing items. 	<p>texts such as TV dramas, <i>anime</i>, and songs.</p> <ul style="list-style-type: none"> • Demonstrate an accurate understanding of specially prepared written texts that use lexically and linguistically familiar material, in formats such as diaries, blog entries, emails, and letters. • Read and pick out information in a wider variety of simple authentic materials such as: store websites, pricelists, event calendars, etc. • Begin to identify broad categories of information within written authentic texts (newspapers), e.g. headlines, publication information, ads, etc. 	<ul style="list-style-type: none"> • Recognize some familiar words or phrases in authentic materials such as TV dramas, <i>anime</i>, and songs. • Begin to identify broad genres of information in a short authentic audio segment, e.g. sports, news, weather, traffic, commercials, etc. • Demonstrate an accurate understanding of specially prepared written texts that use primarily familiar vocabulary and 300 kanji characters introduced in class. • Identify main ideas and some details of authentic materials such as: schedules, posters, signs, advertisements, brochures, etc.
<p>Presentational Abilities</p> <p>By the end of First-Year Japanese, students will be able to make 5-minute joint oral presentations and write a structured composition related to course material.</p>	<p>JAPANLNG 1 (formerly 7)</p> <p>During the first quarter, students present information about themselves and their classroom community, orally and in writing. Oral presentations are highly rehearsed and consist primarily of short simple sentences. Students are able to write approximately 15-20 short sentences, about a third of a page.</p> <p>At the end of the quarter, students will be able to:</p>	<p>JAPANLNG 2 (formerly 8)</p> <p>During the second quarter, students improve in quality and quantity of their oral and written reports. Oral presentations are rehearsed and consist primarily of simple sentences with some subordinate clauses. Students are able to write longer and more varied sentences (approximately a half-page), including some subordinate clauses.</p> <p>At the end of the quarter, students will be able to:</p>	<p>JAPANLNG 3 (formerly 9)</p> <p>During the third quarter, students are able to create and reformulate material in their prepared reports. Oral presentations and written discourse demonstrate increasing length and organization, with some embedded clauses. Students are able to write a one-page composition in all time frames.</p> <p>At the end of the quarter, students will be able to:</p>
	<ul style="list-style-type: none"> • Present jointly with a classmate a highly structured skit (3-5 minutes) using the polite speech style on the most common topics, e.g. family, friends, university, city, etc. • Learn to type in Japanese, and post short entries on the class blog site on information such as restaurants and coffee shops, etc. • Write about their daily lives, friends, 	<ul style="list-style-type: none"> • Present jointly with a classmate a structured and rehearsed skit (4-6 minutes) using both polite and casual speech styles, and handling various speech acts such as inviting someone, making requests, giving advice, giving/receiving gifts, etc. • Write about themselves and their daily lives in more detail, using some complex sentences in both polite and 	<ul style="list-style-type: none"> • Present jointly with a classmate a structured and rehearsed skit (5-7 minutes) using both polite and casual speech styles. In the skit, students tell a short personal history and incorporate a wider range of speech acts such as gossiping, grumbling, and giving directions. • Write about themselves and their

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	family and vacations, mainly using short discrete sentences in the polite speech style.	casual speech styles.	daily lives in more detail, using longer and more complex sentences in both polite and casual speech styles. <ul style="list-style-type: none">• Write emails to their Japanese instructors for real-life purposes, e.g. explaining an absence, asking for a recommendation, etc.
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