

# Descriptions of Target Student Abilities: Second-Year Japanese

## Japanese Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	JAPANLANG 21 (Second-Year Japanese, 1st quarter)	JAPANLANG 22 (Second-Year Japanese, 2nd quarter)	JAPANLANG 23 (Second-Year Japanese, 3rd quarter)
<p>Throughout the second year, students develop the ability to produce more complex and sophisticated sentences in spontaneous interactions with their classmates and instructors. They can create with the language they know in order to meet their immediate needs. Their language is understood by native speakers accustomed to dealing with language learners. By the end of the second year, students are typically able to produce utterances consisting of multiple sentences and sometimes paragraphs, in a culturally appropriate fashion.</p>	<p>Students will be able to use socially and culturally appropriate forms to (1) participate in uncomplicated/straightforward social interactions in familiar settings and (2) negotiate meaning to meet their immediate social and personal needs.</p> <p>They are further able to identify and understand the cultural practices, beliefs, and values underlying interpersonal communication in Japanese.</p>	<p>By the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use two different speech styles (casual and polite) appropriate to the social situation and the level of formality.</li> <li>• Use <i>Keigo</i> (honorific &amp; humble languages) in familiar settings such as self-introductions, asking questions to individuals of socially higher status, and other social interactions they may encounter in Japan.</li> <li>• Thank and apologize in a culturally appropriate manner using the appropriate form and expression based on assessment of social and contextual factors involved.</li> <li>• Make various requests in a culturally appropriate manner using the appropriate form and expression based on the assessment of social and contextual factors involved.</li> <li>• Ask for permission in a culturally appropriate manner using the appropriate form and expression based on the assessment of social and contextual factors involved.</li> </ul>	<p>By the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe and explain cultural products (e.g., food) in detail—their shapes, colors, materials, (ingredients, tastes), and/or purposes—to those who have never seen them.</li> <li>• Complain about an issue they encounter in everyday life (e.g., neighbor's loud noise) and find a solution for it using the appropriate form and expression, including Japanese onomatopoeia, in a culturally appropriate manner.</li> <li>• Respond to a compliment in various social situations by employing various strategies (e.g., accepting, denying, deflecting, or a combination of multiple) in a culturally appropriate manner.</li> <li>• Express agreement and disagreement and state an opinion about the topics studied using the appropriate form and expression in a culturally appropriate manner.</li> </ul>	<p>By the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Report current news and events happening in Japan as well as in their communities using hearsay forms.</li> <li>• Describe and explain personal memorable events (e.g., cross-cultural experiences) in an appropriate temporal sequence.</li> <li>• Conduct an interview with Japanese people in their communities about the topic of their choice—initiating a conversation, asking questions, closing the conversation, and thanking in a culturally appropriate way.</li> <li>• Express agreement and disagreement and state an opinion about the topics studied using the appropriate form and expression in a culturally appropriate manner.</li> </ul>

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<p><b>Language-Based Competency in the Interpersonal Mode</b></p>		<ul style="list-style-type: none"> <li>• Use a variety of greetings and leave-taking expressions in casual and formal settings.</li> <li>• Inquire about personal information in a culturally appropriate manner.</li> <li>• Make requests using a variety of expressions, according to what they request, and of whom. Describe in greater detail people, events and activities from their immediate, familiar world such as: family members, hometown, roommates, dormitory, schedule, classes.</li> <li>• Make brief comparisons of entities they are able to describe (e.g. people, places, activities, events).</li> <li>• Engage in conversations of a more complex nature, for example, negotiate with a teacher about schedule changes, console friends, ask permission from host-family members, etc.</li> <li>• Discuss and exchange information with classmates about their content area of focus, such as high school life vs. college life, hometown, and academic studies.</li> <li>• Listen to and imitate how others speak.</li> <li>• Listen to clarify and restate information, such as asking the meaning of unfamiliar words.</li> <li>• Seek support and feedback from others.</li> <li>• Self-monitor and evaluate language development.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend and decline invitations in both casual and formal settings, using culturally appropriate language.</li> <li>• Give and receive gifts in a culturally appropriate manner.</li> <li>• Take part in a mock job interview using formal language.</li> <li>• Give someone directions to the place s/he wants to go.</li> <li>• Participate appropriately in situations such as:               <ul style="list-style-type: none"> <li>◦ Ordering food/drink in a restaurant.</li> <li>◦ Placing a phone order for delivery.</li> <li>◦ Making or cancelling a hotel reservation.</li> <li>◦ Planning a trip at a travel agency.</li> </ul> </li> <li>• Continue to engage in more complex conversations, for example, ask for advice on culture-specific matters (e.g. what to wear to a Japanese couple's wedding, appropriate gifts, etc.</li> <li>• Discuss and exchange information topics in Japanese society related to their content area of focus (e.g. school, leisure activities, daily life), using a wider array of structures and with growing complexity.</li> <li>• Present their opinion or suggestions in group discussion.</li> <li>• Clarify and restate information.</li> <li>• Seek support and feedback from others.</li> <li>• Self-monitor and evaluate language development.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to describe their broader surroundings, i.e. local communities, educational or political systems, commercial or economic trends, etc.</li> <li>• Begin to describe personal experiences in the past, such as embarrassing episodes, job experiences, and frustrating incidents.</li> <li>• Begin to describe their feelings and emotions.</li> <li>• Discuss and exchange information on issues related to their content area of focus (e.g. the labor market, Japanese family structure), with greater sophistication.</li> <li>• Decipher intonation (e.g. humor, doubt).</li> <li>• Listen for tone and react appropriately.</li> <li>• Clarify and restate information, as well as use strategies such as circumlocution to resolve difficulties in communication more spontaneously.</li> <li>• Seek support and feedback from others.</li> <li>• Self-monitor and evaluate language development.</li> </ul>

# Descriptions of Target Student Abilities: Second-Year Japanese

## Japanese Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	JAPANLANG 21 (Second-Year Japanese, 1st quarter)	JAPANLANG 22 (Second-Year Japanese, 2nd quarter)	JAPANLANG 23 (Second-Year Japanese, 3rd quarter)
<p>During the second year of study, students develop their ability to interpret a variety of written and oral texts. They continue to develop a more culturally authentic frame of reference and use Japanese with increasing frequency and sophistication to demonstrate their understanding.</p> <p>Students will be able to read progressively longer (1 to 3 page) written texts designed for intermediate-level learners. By the end of the sequence, students will learn an additional 500+ <i>kanji</i> words and 1,500+ new compound words based on these <i>kanji</i>.</p>	<p>Students will be able to identify and interpret a wide range of cultural products and practices of Japan. Through contact with and investigation of cultural products and practices, they will (1) gain, expand, and reinforce their understanding of cultural perspectives, beliefs, and values and (2) compare and contrast Japanese culture with their own.</p>	<p>At the end of the quarter, students will be able to:</p> <p><u>Topic: Geography</u></p> <ul style="list-style-type: none"> <li>Understand the climate and geographic characteristics of Japan and name the four major islands and several major cities.</li> <li>Identify and name major annual events and festivals in Japan as well as some local attractions and their historical backgrounds.</li> <li>Compare and contrast the climate and geographic characteristics of Japan with their own region.</li> <li>Compare and contrast Japanese annual cultural events and festivals studied with their own in terms of historical backgrounds, cultural values, and underlying cultural beliefs.</li> </ul> <p><u>Topic: Technology</u></p> <ul style="list-style-type: none"> <li>Understand various kinds of high-tech robots made and used in Japan.</li> <li>Understand Japanese people's attitude toward and perspectives on high-tech robots.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <p><u>Topic: Food</u></p> <ul style="list-style-type: none"> <li>Understand the original form of sushi in the Edo Period (1603-1868) and how it became globalized and transformed into hybrid forms.</li> <li>Understand the cultural values attached to rice.</li> <li>Understand the life story of Momofuku Ando, inventor of Nisshin Cup Noodle.</li> </ul> <p><u>Topic: Religion</u></p> <ul style="list-style-type: none"> <li>Understand Japanese people's beliefs and perspectives underlying religious practices in Japan— why it is possible for Japanese people to have multiple religious beliefs simultaneously.</li> <li>Understand how Japanese people's religious beliefs are connected to and manifested in everyday life.</li> <li>Understand cultural connotations attached to numbers.</li> </ul> <p><u>Topic: Education</u></p> <ul style="list-style-type: none"> <li>Understand the Japanese educational system and identify its pros and cons.</li> <li>Compare and contrast the Japanese educational system with their own.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <p><u>Topic: Shopping (Pursuit of "convenience")</u></p> <ul style="list-style-type: none"> <li>Understand the unique vending machine culture in Japan—kinds, purposes, and how it reflects Japanese people's way of thinking.</li> <li>Identify social and cultural factors that made vending machines so pervasive in Japan.</li> <li>Compare and contrast the use of vending machines in Japan with that of their own region/country and identify pros and cons.</li> <li>Understand how convenience stores in Japan accommodate Japanese people's lifestyles.</li> <li>Compare and contrast the services and social significance of convenience stores in Japan with those of their own culture and identify pros and cons.</li> </ul> <p><u>Topic: History</u></p> <ul style="list-style-type: none"> <li>Understand a brief history of Japan, especially (1) the Edo period (1603-1868) and the Sakoku (national isolation) policy and (2) the Meiji period (1968-1912) and the modernization movement.</li> <li>Understand Japan's contact with foreign countries and these influences on Japanese loanwords, food, people's lifestyles, etc.</li> <li>Compare and contrast major historical events between Japan and the U.S.</li> </ul>

# Descriptions of Target Student Abilities: Second-Year Japanese Japanese Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	JAPANLANG 21 (Second-Year Japanese, 1st quarter)	JAPANLANG 22 (Second-Year Japanese, 2nd quarter)	JAPANLANG 23 (Second-Year Japanese, 3rd quarter)
<p>Students will develop their listening comprehension skills through hundreds of dialogues created for intermediate-level learners, as well as short (3 to 5-minute) authentic materials for native speakers, such as TV drama segments, commercials, movie/anime segments, and interviews.</p>		<p><u>Topic: Sports</u></p> <ul style="list-style-type: none"> <li>Identify and name popular sports in Japan as well as traditional sports such as kendo, judo, and sumo.</li> <li>Understand Japanese people's beliefs, perspectives, and attitudes toward sports.</li> <li>Compare and contrast Japanese people's beliefs, perspectives, and attitudes underlying sports with their own.</li> </ul>	<p><u>Topic: Pop Culture</u></p> <ul style="list-style-type: none"> <li>Understand the life story of Osamu Tezuka, who is considered the "God of manga," and his influence on and contribution to the development and establishment of Japanese popular culture.</li> <li>Understand the globalization of Japanese popular culture and its influence on the world economy.</li> </ul>	<p><u>Topic: Traditional Craftwork</u></p> <ul style="list-style-type: none"> <li>Understand and identify various kinds of Japanese craftwork and their cultural values.</li> <li>Understand (1) how and why <i>washi</i> 'Japanese paper' represents the heart of the Japanese culture and (2) how <i>washi</i> is used in various craftwork in Japan.</li> <li>Understand how <i>senbazuru</i> 'a thousand paper cranes' became a symbol of peace</li> </ul> <p><u>Topic: Environment</u></p> <ul style="list-style-type: none"> <li>Understand the <i>Mottainai</i> Campaign initiated by Wangari Maathai, who was awarded the Nobel Peace Prize in 2004 and how the movement was motivated by the Japanese cultural concept of <i>Mottainai</i>.</li> <li>Compare and contrast sustainability efforts in Japan with those in their own communities/countries.</li> </ul>

# Descriptions of Target Student Abilities: Second-Year Japanese

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INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	JAPANLANG 21 (Second-Year Japanese, 1st quarter)	JAPANLANG 22 (Second-Year Japanese, 2nd quarter)	JAPANLANG 23 (Second-Year Japanese, 3rd quarter)
Language-Based Competency in the Interpretive Mode		<ul style="list-style-type: none"> <li>• Develop skills to understand the main gist of dialogues comprised of longer and more complex sentences.</li> <li>• Understand the main ideas and important details of conversations, of rehearsed oral presentations of classmates, and of written texts created for this level.</li> <li>• Answer fact-based questions and some analytical questions.</li> <li>• Synthesize main ideas and supporting information in oral and written texts dealing with familiar topics such as college life.</li> <li>• Use background knowledge of context and culture to facilitate understanding of texts.</li> <li>• Use clues given to anticipate content.</li> <li>• Begin to identify cultural differences in language use.</li> <li>• “Sight-read” (i.e. identify genre) of simple authentic written texts that are substantially different in their native language, such as directories, train schedules, menus and advertisements, by picking out known vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out all interpretive tasks of the previous quarter with greater competence.</li> <li>• Begin to develop a broader linguistic and cultural understanding beyond main ideas and supporting details.</li> <li>• Identify the linguistic features that signal the function of a dialogue (e.g. requesting, advising, delivering one’s opinion, and so forth).</li> <li>• Begin to distinguish between vocabulary items used predominantly in spoken vs. in written language.</li> <li>• Connect information from a broader range of texts with cultural knowledge and current events.</li> <li>• Decipher meaning of unfamiliar words or phrases from their immediate contexts.</li> <li>• Identify expressed intent or purpose in simple authentic texts by analyzing word choice in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out all interpretive tasks of the previous quarter with greater competence.</li> <li>• Develop a more complete linguistic and cultural understanding beyond main ideas and supporting details. Identify the tone and stance of longer, more complex conversations and written texts created for this level.</li> <li>• Begin to identify rhetorical devices (literary usage) in oral and written texts such as poems and lyrics.</li> <li>• Begin to connect information from issue-based texts with cultural knowledge and current events.</li> <li>• Understand key information in materials targeted for native speakers such as tables (e.g. economic or demographic information), and short selected newspaper segments (e.g. headlines and news summaries).</li> <li>• Read and understand, with the aid of a dictionary, selected authentic written texts (~ 3 pages), e.g. short essays, short newspaper articles, first chapter of a story.</li> </ul>

# Descriptions of Target Student Abilities: Second-Year Japanese

## Japanese Language Objectives, 2017

PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	JAPANLANG 21 (Second-Year Japanese, 1st quarter)	JAPANLANG 22 (Second-Year Japanese, 2nd quarter)	JAPANLANG 23 (Second-Year Japanese, 3rd quarter)
<p>During the second year of study, students present their work in the form of written compositions in various styles, in formal oral presentations, and in semi-rehearsed small group or pair presentations. They continue to develop skills in description, narration, comparison, and summary. Oral and written presentations broaden in length and scope throughout the course of study. In prepared assignments, students will typically be able to produce discourse ranging from connected sentences to a paragraph in length and involving greater internal cohesion. By the end of the second year, students will learn to write 500+ kanji characters.</p>	<p>Students will learn to conduct oral and written presentations in a culturally appropriate manner and format. At the end of the sequence, students will be able to present their analyses and reflections by comparing and contrasting the cultural products, practices, and perspectives learned with their own.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Write a paragraph (or paragraphs) on the climate, geographic characteristics, and local attractions and products of their hometown.</li> <li>• Write a culturally appropriate email message of apology to their social superiors.</li> <li>• Write and/or orally present an analysis and reflection of how people perceive hi-tech robots by comparing and contrasting Japanese people's beliefs and perspectives with their own.</li> <li>• Write and/or orally present an analysis and reflection on sports as a cultural practice by comparing and contrasting Japanese people's underlying beliefs, attitude, and perspectives with their own.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Write a paragraph (or paragraphs) describing similarities and differences between Japan and their own culture with regard to some sociocultural practices or institutions such as food, education, etc.</li> <li>• Give a short presentation about survey results using a graph or a chart.</li> <li>• Present an oral and written narrative on a notable figure from their culture or country.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Write a paragraph (or paragraphs) describing similarities and differences in the social significance of cultural products such as convenience stores and vending machines (values of "convenience" in the society) and their significance to society between Japan and their own.</li> <li>• Give a presentation on craftwork in their own culture by explaining its historical background, cultural value, and the process of making it.</li> <li>• Give a presentation about a historical event in their communities/countries including its background and social significance.</li> <li>• Give a presentation on the concept of "<i>Mottainai</i>" for the culture(s) they know, and how their cultural perspectives reflect on their conservation activities.</li> </ul>

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Language-Based Competency in the Presentational Mode		<ul style="list-style-type: none"> <li>• Become aware of stylistic/linguistic differences between presentational and interpersonal modes of communication in both spoken and written language.</li> <li>• Begin to summarize--in oral and written forms--the main ideas and supporting data of conversations and written texts learned in class. Oral summaries extend to 3 minutes in length.</li> <li>• Ask questions of classmates in order to clarify and/or elaborate on interests, daily life, and concerns, using the presentational style.</li> <li>• Write 1- to 1.5-page compositions on topics primarily related to personal or daily environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop partial control of presentational abilities in oral and written forms.</li> <li>• Continue to summarize materials learned in class and begin to carry out spontaneous discussion based on class material.</li> <li>• Give a 4 to 5 minute rehearsed oral presentation as part of their end-quarter project ("unsung hero"), clearly differentiating their oral discourse from the written style.</li> <li>• Handle questions and answers after the presentation.</li> <li>• Begin to use prescribed phrasing or strategies to address oral presenters (e.g. summarize or refer to what the speaker has said as a prelude to asking a question).</li> <li>• Write a 2 to 3 page report using the omniscient narrative style of writing, on the topic of their end-quarter project ("unsung hero").</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop greater control of presentational abilities in oral and written forms.</li> <li>• Give a rehearsed oral presentation (5-7 minutes) on a personal episode in the conversational narrative style (i.e. incorporating specific grammatical features such as <i>-ndesune, de, -tara, -ndesuyo</i>).</li> <li>• Handle questions and answers after the presentation.</li> <li>• Begin to use some formal (literary) language, forms of address, and register in more official settings.</li> <li>• Write in a broader range of styles, e.g. newspaper article, introspective essay, and expository essay, in samples ranging from a paragraph to 2-3 pages in length.</li> </ul>