



Department of Teaching & Learning
Parent/Student Course Information

JAPANESE I

(FL 5850)

One credit, One year

GRADES 7-8

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 in Japanese. 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., Latin I or Spanish I (Grades 6-12), German I or Japanese I (Grades 7-12) or Russian I (Grades 9-12).

REQUIRED STUDENT TEXTBOOK

Adventures in Japanese I 4th edition (Cheng & Tsui, 2014)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal text with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from primary sources, print media, and audio/visual media.

JAPANESE I

GOALS AND STANDARDS

Interpersonal Communication

- NWI.1 The student will exchange simple spoken and written information in the target language.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask and answer formulaic questions about self and other familiar topics.
- NWI.2 The student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
 2. Use proper forms of address in familiar situations.
 3. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.

Interpretive Communication: Listening and Reading for Understanding

- NWI.3 The student will understand basic spoken and written target language based on familiar topics in familiar contexts through a variety of media.
1. Identify key words, cognates, and some formulaic expressions when listening and reading.
 2. Comprehend simple, culturally authentic oral and written materials, such as messages and advertisements that use familiar vocabulary and formulaic expressions with contextual support.
 3. Follow simple instructions, such as classroom procedures or using classroom technology.
 4. For character-based languages, recognize basic compounds, radicals (e.g., recognizing simplified or traditional characters for Chinese or recognizing Japanese writing systems of hiragana, katakana, and kanji) and Pinyin.
- NWI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.
1. Differentiate among basic types of statements, questions, and exclamations.
 2. Use culturally appropriate gestures, body language, and intonation to clarify the message.

Presentational Communication: Speaking and Writing

- NWI.5 The student will present information orally and in writing in the target language, using a variety of previously learned vocabulary, phrases, and structural patterns.
1. Present orally basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of audio media sources.
 2. Present basic information about topics such as oneself, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.
 3. Demonstrate increasing attention to accurate intonation and pronunciation.
 4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling, or stroke order in character-based languages.
- NWI.6 The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, and songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
 2. Communicate coherent ideas using appropriate visual and technological support.

Cultural Perspectives, Practices, and Products

- NWI.7 The student will develop an awareness of common perspectives, practices, and products of the culture(s) where the target language is spoken.
1. Identify main viewpoints of the culture(s), such as the concept of time, education, transportation, and the roles of family members.
 2. Identify key customs and traditions of the culture(s), such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify important historical and contemporary individuals and groups associated with significant events from the culture(s).
 4. Identify some products of the culture(s), such as natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols, such as the art of calligraphy.
- NWI.8 The student will recognize that perspectives, practices, and products of the culture(s) studied are interrelated.
1. Recognize that the viewpoints, customs and traditions, and products of speakers of the target language shape their cultures.
 2. Identify major cities or regions and geographical features in countries where the target language is spoken and the reasons they are significant in the cultures of those countries.

Making Connections through Language

- NWI.9 The student will connect information about the target language and culture(s) with concepts studied in other subject areas.
1. Identify the use of target language and culture in other subject areas, for example, Arabic numbers and the number zero.
 2. Relate content from other subject areas to topics discussed in the target-language class.

Linguistic and Cultural Comparisons

- NWI.10 The student will compare basic elements of the target language to those of English and other languages.
1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems, as applicable.
 2. Recognize differences in sound systems and their effects on the communication of meaning, such as basic sound distinctions, intonation patterns, and tones in Chinese.
- NWI.11 The student will demonstrate understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.
1. Compare patterns of behavior and interaction found in the United States with those found in the cultures studied.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures, for example, the concept of personal space and eye contact, and the importance of the group versus the individual.
 3. Demonstrate an awareness of unique elements of the student's own culture.

Interacting in School and Global Communities

- NWI.12 The student will use target-language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Find and present examples of the target language and the cultures studied gathered from interaction with target-language speakers, and authentic media or technology.
 2. Use resources, such as individuals and organizations in the community or technology, to gain information about the cultures studied.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Media and Communications for the Department of Teaching and Learning.
For further information please call (757) 263-1070.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Kelly Arble, Department of Teaching and Learning, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email Kelly.Arble@vbschools.com.

vbschools.com

your virtual link to Hampton Roads' largest school system



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

(Rev. 8/2021)