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Course Profile

Novice
HighIntermediate
LowNovice
HighIntermediate
LowNovice
HighGeorgia StandardsCommunication – Interpersonal Mode (IP)

MLIV.IP1: The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate.

- A. Express needs and desires.
- B. Share emotions and preferences.
- C. Elicit and express opinions and information.
- D. Exchange personal reactions to spoken and written information related to the target culture(s).

MLIV.IP2: The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

- A. Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses.
- B. Exchange ideas clearly using level-appropriate material.
- C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
- D. Use self-correction.
- E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Communication - Interpretive Mode (INT)

MLIV.INT1: The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.

- A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
- B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages.
- C. Comprehend and react to current events and issues presented through print and electronic media.
- D. Understand simple connected discourse.
- E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension.

Communication - Presentational Mode (P)

MLIV.P1: The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences.

- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
- B. Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
- C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
- D. Give prepared presentations (near full control of present, past and future tenses), using visual and technological support as appropriate.
- E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

Japanese – Year IV

SY2017-2018

MLIV.P2: The students present student-created, as well as culturally authentic stories, poems, and/or skits in the target language.

- A. Prepare and present organized culturally authentic poetry, skits or stories.
- B. Prepare and present original essays, poetry, skits or stories in the target language.

Cultural Perspectives, Practices, and Products (CU)

MLIV.CU1: The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.

- A. Participate in real or simulated cultural events.
- B. Discuss cultural patterns of behavior.
- C. Research and report on some aspect of the history and development of the target culture(s).

Connections, Comparisons, and Communities (CCC)

MLIV.CCC1: The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.

- A. Report on the role of major contemporary and historical figures and events from the cultures studied.
- B. Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.
- C. Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.

MLIV.CCC2: The students investigate the similarities and differences that exist within and among the cultures studied.

- A. Discuss the influences of events and issues of the relationships between countries where the target language is spoken and the students' own culture.
- B. Discuss how members of the target culture(s) view the United States.
- C. Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.

MLIV.CCC3: The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language.

- A. Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions.
- B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.

MLIV.CCC4: The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

- A. Discuss information acquired through the use of media, entertainment, and technology in the target language.
- B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding.



For more information about the **Georgia Performance Standards**, go to <http://goo.gl/ZqLcyy> or use the following QR code



For more information about the **ACTFL World-Readiness Standards for Learning Languages**, go to <http://goo.gl/ofmmL1> or use the following QR code

Language Proficiency Targets

	<u>Interpersonal</u>	<u>Speaking</u>	<u>Listening</u>	<u>Reading</u>	<u>Writing</u>
Level I	Novice Low	Novice Mid	Novice Mid	Novice Low	Novice Low
Level II	Novice Mid	Novice Mid (+)	Novice Mid (+)	Novice Mid	Novice Mid
Level III	Novice Mid (+)	Novice High	Novice High	Novice Mid (+)	Novice Mid (+)
Level IV	<u>Novice High</u>	<u>Intermediate Low</u>	<u>Intermediate Low</u>	<u>Novice High</u>	<u>Novice High</u>
Level V - VIII	Intermediate Low (-) to Intermediate High (-)	Intermediate Mid (-) to Intermediate High	Intermediate Mid (-) to Intermediate High	Intermediate Low (-) to Intermediate High (-)	Intermediate Low (-) to Intermediate High (-)

Thematic Units

	Unit I	Unit II	Unit III	Unit IV	Unit V	Unit VI
Japanese I						
Japanese II						
Japanese III						
Japanese IV						



Proficiency Target Can Do Statements (NCSSFL-ACTFL)

Interpersonal Communication

<p>NOVICE MID: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<p>NOVICE HIGH: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>INTERMEDIATE LOW: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>
<p>I can greet and leave people in a polite way.</p> <ul style="list-style-type: none"> • I can say hello and goodbye to someone my age or younger. • I can say hello and goodbye to my teacher, professor, or supervisor. I can say hello and goodbye to an adult. • I can say hello and goodbye to a person I do not know. <p>I can introduce myself and others.</p> <ul style="list-style-type: none"> • I can introduce myself and provide basic personal information. • I can introduce someone else. I can respond to an introduction. <p>I can answer a variety of simple questions.</p> <ul style="list-style-type: none"> • I can answer questions about what I like and dislike. • I can answer questions about what I am doing and what I did. • I can answer questions about where I'm going or where I went. • I can answer questions about something I have learned. <p>I can make some simple statements in a conversation.</p> <ul style="list-style-type: none"> • I can tell someone what I am doing. • I can say where I went. I can say whom I am going to see. • I can express a positive reaction, such as "Great!" <p>I can ask some simple questions.</p> <ul style="list-style-type: none"> • I can ask who, what, when, where questions. • I can ask questions about something that I am learning. <p>I can communicate basic information about myself and people I know.</p> <ul style="list-style-type: none"> • I can say my name and ask someone's name. • I can say or write something about the members of my family and ask about someone's family. • I can say or write something about friends and classmates or co-workers. <p>I can communicate some basic information about my everyday life.</p> <ul style="list-style-type: none"> • I can give times, dates, and weather information. • I can talk about what I eat, learn, and do. • I can talk about places I know. I can ask and understand how much something costs. <p>I can tell someone the time and location of a community event.</p>	<p>I can exchange some personal information.</p> <ul style="list-style-type: none"> • I can ask and say a home address and e-mail address. • I can ask and say someone's nationality. • I can ask and talk about family members and their characteristics. • I can ask and talk about friends, classmates, teachers, or co-workers. <p>I can exchange information using texts, graphs, or pictures.</p> <ul style="list-style-type: none"> • I can ask about and identify familiar things in a picture from a story. • I can ask about and identify important information about the weather using a map. • I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. • I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics. <p>I can ask for and give simple directions.</p> <ul style="list-style-type: none"> • I can ask for directions to a place. • I can tell someone how to get from one place to another, such as go straight, turn left, or turn right. • I can tell someone where something is located, such as next to, across from, or in the middle of. <p>I can make plans with others.</p> <ul style="list-style-type: none"> • I can accept or reject an invitation to do something or go somewhere. • I can invite and make plans with someone to do something or go somewhere. • I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet. <p>I can interact with others in everyday situations.</p> <ul style="list-style-type: none"> • I can order a meal. • I can make a purchase. • I can buy a ticket. 	<p>I can have a simple conversation on a number of everyday topics.</p> <ul style="list-style-type: none"> • I can talk with someone about family or household tasks. • I can talk with someone about hobbies and interests. • I can talk with someone about school or work. <p>I can ask and answer questions on factual information that is familiar to me.</p> <ul style="list-style-type: none"> • I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature. <p>I can use the language to meet my basic needs in familiar situations.</p> <ul style="list-style-type: none"> • I can ask for help at school, work, or in the community. • I can make a reservation. <p>I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.</p>



<p style="text-align: center;">NOVICE HIGH:</p> <p>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p style="text-align: center;">INTERMEDIATE LOW:</p> <p>I can present information on most familiar topics using a series of simple sentences.</p>	<p style="text-align: center;">INTERMEDIATE MID:</p> <p>I can make presentations on a wide variety of familiar topics using connected sentences.</p>
<p>I can present information about my life using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do <p>I can tell about a familiar experience or event using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can tell what I do in class or at work. • I can tell about what I do during the weekend. • I can tell about what happens after school or work. <p>I can present basic information about a familiar person, place, or thing using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can describe a useful website. • I can talk about my favorite musical group, actor, or author. • I can describe a landmark, vacation location, or a place I visit. • I can talk about a famous person from history. <p>I can present information about others using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can talk about others' likes and dislikes. • I can talk about others' free-time activities. • I can give basic biographical information about others. <p>I can give basic instructions on how to make or do something using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can tell how to prepare something simple to eat. • I can describe a simple routine, like getting lunch in the cafeteria. • I can give simple directions to a nearby location or to an online resource. <p>I can present basic information about things I have learned using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can describe a simple process like a science experiment. • I can present a topic from a lesson based on pictures or photos. • I can present information about something I learned in a class or at work • I can present information about something I learned in the community. 	<p>I can talk about people, activities, events, and experiences.</p> <ul style="list-style-type: none"> • I can describe the physical appearance of a friend or family member. • I can describe another person's personality. • I can describe a school or workplace. • I can describe a famous place. • I can describe a place I have visited or want to visit. • I can present my ideas about something I have learned. <p>I can express my needs and wants.</p> <ul style="list-style-type: none"> • I can describe what I need for school or work. • I can talk about what I want or need to do each day. <p>I can present information on plans, instructions, and directions.</p> <ul style="list-style-type: none"> • I can explain the rules of a game. • I can give multi-step instructions for preparing a recipe. • I can describe what my plans are for the weekend. • I can describe what my summer plans are. • I can describe holiday or vacation plans. • I can describe what is needed for a holiday or a celebration. • I can describe what I plan to do next in my life. <p>I can present songs, short skits, or dramatic readings.</p> <ul style="list-style-type: none"> • I can retell a children's story. • I can present a proverb, poem, or nursery rhyme. • I can participate in a performance of a skit or a scene from a play. <p>I can express my preferences on topics of interest.</p> <ul style="list-style-type: none"> • I can give a presentation about a movie or television show that I like. • I can give a presentation about a famous athlete, celebrity, or historical figure. • I can express my thoughts about a current event I have learned about or researched. 	<p>I can make a presentation about my personal and social experiences.</p> <ul style="list-style-type: none"> • I can describe a childhood or past experience. • I can report on a social event that I attended. • I can make a presentation on something new I learned. • I can make a presentation about my plans for the future. <p>I can make a presentation on something I have learned or researched.</p> <ul style="list-style-type: none"> • I can give a short presentation on a current event. • I can present about a topic from an academic subject, such as science, math, art, etc. • I can describe how to plan and carry out an event, such as a party or family reunion. • I can give a short presentation on a famous person, landmark, or cultural event. <p>I can make a presentation about common interests and issues and state my viewpoint.</p> <ul style="list-style-type: none"> • I can give a presentation about a favorite movie or song and tell why I like it. • I can give a presentation about a famous person or historical figure and tell why he/she is important. • I can share my reactions about a current event and explain why the event is in the news



Presentational Writing

NOVICE MID: I can write lists and memorized phrases on familiar topics.	NOVICE HIGH: I can write briefly about most familiar topics and present information using a series of simple sentences.	INTERMEDIATE LOW: I can write on a wide variety of familiar topics using connected sentences.
<p>I can fill out a simple form with some basic personal information.</p> <ul style="list-style-type: none"> • I can fill out a form with my name, address, phone number, birth date, and nationality. • I can complete a simple online form. • I can fill out a simple schedule. <p>I can write about myself using learned phrases and memorized expressions.</p> <ul style="list-style-type: none"> • I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. • I can list my family members, their ages, their relationships to me, and what they like to do. • I can list my classes and tell what time they start and end. • I can write simple statements about where I live. <p>I can list my daily activities and write lists that help me in my day-to-day life.</p> <ul style="list-style-type: none"> • I can label activities and their times in my daily schedule. • I can write about what I do on the weekends. • I can write a to-do list. • I can write a shopping list. <p>I can write notes about something I have learned using lists, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> • I can list the main cities of a specific country. • I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country. • I can create a list of topics or categories using vocabulary I have learned. • I can write something I hear or have heard such as simple information in a phone message or a classroom activity. 	<p>I can write about people, activities, events, and experiences.</p> <ul style="list-style-type: none"> • I can describe the physical appearance and personality of a friend or family member. • I can write about a school, workplace, famous place, or place I have visited. • I can write about a holiday, vacation, or a typical celebration. • I can write about something I have learned. • I can write about what I plan to do next in my life. <p>I can prepare materials for a presentation.</p> <ul style="list-style-type: none"> • I can write out a draft of a presentation that I plan to present orally. • I can write an outline of a project or presentation. • I can write notes for a speech. <p>I can write about topics of interest.</p> <ul style="list-style-type: none"> • I can write about a movie or a television show that I like. • I can write about a famous athlete, celebrity, or historical figure. • I can write a brief explanation of a proverb or nursery rhyme. • I can write a simple poem. <p>I can write basic instructions on how to make or do something.</p> <ul style="list-style-type: none"> • I can write the rules of a game. • I can write about how to prepare something simple to eat. • I can write about a simple routine, like getting lunch in the cafeteria. • I can write simple directions to a nearby location or to an online resource. <p>I can write questions to obtain information.</p> <ul style="list-style-type: none"> • I can post a question for discussion or reflection. • I can develop a simple questionnaire or survey. 	<p>I can write messages and announcements.</p> <ul style="list-style-type: none"> • I can write a message to explain or clarify something. • I can write about common events and daily routines. • I can write an autobiographical statement for a contest, study abroad or other special program, or job application. • I can write an invitation or flyer about an event I am Planning <p>I can write short reports about something I have learned or researched.</p> <ul style="list-style-type: none"> • I can write a short article on a current event. • I can write about an academic subject, such as science, math, art, etc. • I can write the minutes or a debrief from a club or other meeting. <p>I can compose communications for public distribution.</p> <ul style="list-style-type: none"> • I can create a flyer for an upcoming event at my school or at work. • I can write a review of a movie, book, play, exhibit, etc. • I can post an entry to a blog or a discussion forum. • I can compose a simple letter, response, or article for a publication. • I can contribute to a school or work publication.



Interpretive Listening

<p>NOVICE HIGH: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p>INTERMEDIATE LOW: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p>	<p>INTERMEDIATE MID: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</p>
<p>I can sometimes understand simple questions or statements on familiar topics.</p> <ul style="list-style-type: none"> • I can recognize the difference between a question and a statement. • I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. • I can sometimes understand questions or statements about family. • I can sometimes understand questions or statements about my friends and classmates or workmates. <p>I can understand simple information when presented with pictures and graphs.</p> <ul style="list-style-type: none"> • I can understand some facts about the weather when weather symbols are used. • I can understand when someone describes physical descriptions from a photo or an art work. • I can follow along with simple arithmetic problems when I can see the figures. <p>I can understand simple information when presented with pictures and graphs.</p> <ul style="list-style-type: none"> • I can understand some facts about the weather when weather symbols are used. • I can understand when someone describes physical descriptions from a photo or an art work. • I can follow along with simple arithmetic problems when • I can see the figures. 	<p>I can understand the basic purpose of a message.</p> <ul style="list-style-type: none"> • I can determine if I am hearing an announcement or an advertisement. • I can understand what a radio advertisement is selling. • I can understand when and where an event will take place. • I can understand a voice message accepting or rejecting an invitation. <p>I can understand messages related to my basic needs.</p> <ul style="list-style-type: none"> • I can understand a clear and repeated announcement about a flight’s departure time and/or gate. • I can understand teacher announcements about when an assignment is due. • I can understand the date and time of when a voice message was recorded. <p>I can understand questions and simple statements on everyday topics when I am part of the conversation.</p> <ul style="list-style-type: none"> • I can understand questions about my work or class schedule. • I can understand questions about my likes and dislikes. • I can understand simple compliments about what I am wearing or what I am doing. 	<p>I can understand basic information in ads, announcements, and other simple recordings.</p> <ul style="list-style-type: none"> • I can understand when, where, and who is playing in a concert from a radio advertisement. • I can understand the main message of an e-card greeting. • I can understand what service is being offered in a TV ad. • I can identify the type of film from a movie preview. <p>I can understand the main idea of what I listen to for personal enjoyment.</p> <ul style="list-style-type: none"> • I can understand basic questions or statements during a video conference. • I can understand a short YouTube clip. • I can understand peers’ recorded descriptions about themselves or their avatars. <p>I can understand messages related to my everyday life.</p> <ul style="list-style-type: none"> • I can understand a voice message about the time and place of meeting. • I can understand a box-office recording about the times of the performances or events. • I can understand that an event is being postponed or cancelled.



<p>NOVICE MID:</p> <p>I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</p>	<p>NOVICE HIGH:</p> <p>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>	<p>INTERMEDIATE LOW:</p> <p>I can understand the main idea of short and simple texts when the topic is familiar.</p>
<p>I can recognize words, phrases, and characters with the help of visuals.</p> <ul style="list-style-type: none"> • I can recognize entrance and exit signs. • I can identify family member words on a family tree. • I can identify healthy nutritional categories. • I can identify the simple labels on a science-related graph. <p>I can recognize words, phrases, and characters when I associate them with things I already know.</p> <ul style="list-style-type: none"> • I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list. • I can identify labeled aisles in a supermarket. • I can choose a restaurant from an online list of local eateries. • I can identify scores from sports teams because I recognize team names and logos. • I can identify artists, titles, and music genres from iTunes. • I can identify the names of classes and instructors in a school schedule. 	<p>I can usually understand short simple messages on familiar topics.</p> <ul style="list-style-type: none"> • I can understand basic familiar information from an ad. • I can sometimes identify the purpose of a brochure. • I can identify information from a movie brochure or poster. • I can understand simple information in a text message from a friend. <p>I can sometimes understand short, simple descriptions with the help of pictures or graphs.</p> <ul style="list-style-type: none"> • I can understand simple captions under photos. • I can understand very basic information from a real estate ad. • I can understand website descriptions of clothing items to make an appropriate purchase. • I can identify the categories on a graph. <p>I can sometimes understand the main idea of published materials.</p> <ul style="list-style-type: none"> • I can distinguish a birthday wish from a note expressing thanks. • I can identify destinations and major attractions on a travel brochure. • I can locate places on city maps. <p>I can understand simple everyday notices in public places on topics that are familiar to me.</p> <ul style="list-style-type: none"> • I can understand a simple public transportation schedule. • I can locate notices on where to park. • I can understand notices that tell of street or metro closings. • I can understand a store's hours of operation. • I can read the labels on a recycling bin. 	<p>I can understand messages in which the writer tells or asks me about topics of personal interest.</p> <ul style="list-style-type: none"> • I can understand what an e-pal writes about interests and daily routines. • I can understand a simple posting on a friend's social media page. • I can understand a text from a friend about our plans. • I can understand if a friend accepts or rejects an invitation. <p>I can identify some simple information needed on forms.</p> <ul style="list-style-type: none"> • I can understand what is asked for on a customs form. • I can understand what is asked for on a hotel registration form. • I can understand what is asked for on an ID card. <p>I can identify some information from news media.</p> <ul style="list-style-type: none"> • I can understand personal information about sports stars from photo captions. • I can understand some information on job postings. • I can understand basic information on weather forecasts.