| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Demonstrating language proficiency—communication in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message (at the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The beginning Japanese teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to communicate in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to communicate in the interpersonal mode (writing) by using Japanese characters (hiragana, katakana, kanji) in written exchanges on daily topics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to read effectively and understand written texts in Japanese characters (hiragana, katakana, kanji) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to negotiate meaning in order to sustain an interaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, by inferring and interpreting the speaker’s intent, and by offering a personal interpretation of the message |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, by inferring and interpreting the author’s intent, and by offering a personal interpretation of the message |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Understands the gist of normal conversational speech on a variety of topics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows how to communicate in the presentational mode (writing) by using Japanese characters (hiragana, katakana, kanji) to write routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and by incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Understanding linguistics—linguistic features of the target language** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The beginning Japanese teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the rules of the sound system of the target language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands high-frequency idiomatic expressions and can infer the meaning of words and sentences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to explain the rules that govern the formation of words and sentences in the target language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to exemplify the rules with examples from the target language, such as verbal system, pronouns, particles, word order, and interrogatives, both in terms of regularities and irregularities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to identify and use pragmatic and sociolinguistic conventions and register (the appropriate degree of formality) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to identify similarities and differences between the target language and English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to contrast syntactical patterns of simple sentences and questions with those of English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| II. Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Demonstrating cultural understanding—connections among the perspectives of the target culture and its practices and products** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The beginning Japanese teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the three Ps: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. perspectives (such as attitudes, ideas, beliefs, and values) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. practices (patterns of behavior and social inter-action, such as greetings, turn taking, and rites of passage) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. products (such as crafts, foods, law, art, literature, and music) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, proverbs, children’s books, narrative text, and novels—and the use of those texts to interpret and reflect on the perspectives of the target culture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |