



**ISS**

SINGAPORE CAMPUS

**Realising Potential**

# JAPANESE

K-12 LEARNING OUTCOMES & BENCHMARKS



## Learning Outcomes and Benchmarks

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.

This document covers the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 12 at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

### **Explanation of terms:**

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean:

**Learning Outcomes:** the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement: students will be able to .....

**Benchmarks:** specific performance indicators for each grade level

Benchmarks complete the statement: students will be able to show their understanding by .....

***It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.***

**Learning Outcomes and Benchmarks**

**Subject : LANGUAGE A - JAPANESE**

**Strand : VIEWING & PRESENTING**

<b>Grade / Phase</b>	<b>Learning Outcome</b>	<b>Benchmarks</b>
12	<p><b><i>Literature students will be able to:</i></b></p> <ul style="list-style-type: none"><li>· Identify visual elements in film as an interpretation of the written text</li><li>· Evaluate dramatic features of scenes from the film version of a text</li><li>· Identify and evaluate the social and cultural context of a text</li></ul>	<p><b><i>Literature students will be able to show their understanding by :</i></b></p> <ul style="list-style-type: none"><li>· Critically evaluating film to appreciate and make relevant connections to cultural context.</li><li>· Dramatising excerpts from plays and novels.</li><li>· Using Googledocs and Powerpoint to present a detailed analysis of individual texts.</li></ul>
11	<p><b><i>Literature students will be able to:</i></b></p> <ul style="list-style-type: none"><li>· Identify visual elements in film as an interpretation of the written text</li><li>· Evaluate dramatic features of scenes from the film version of a text</li><li>· Identify and evaluate the social and cultural context of a text</li></ul>	<p><b><i>Literature students will be able to show their understanding by :</i></b></p> <ul style="list-style-type: none"><li>· Critically evaluating film to appreciate and make relevant connections to cultural context.</li><li>· Dramatising excerpts from plays and novels</li><li>· Using Googledocs and Powerpoint to present a detailed analysis of individual texts.</li></ul>

10	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>· View and critically analyze a range of visual texts, communicating understanding through oral, written and visual media</li> <li>· Identify elements and techniques that make visual texts effective, and draw on this knowledge to create their own visual effects.</li> </ul>	<p><b><i>Students will be able to show their understanding by:</i></b></p> <ul style="list-style-type: none"> <li>· Delivering individual oral responses to visual stimuli, and notetaking, identifying key aspects of Language A skills and knowledge.</li> <li>· Using speed, volume, articulation, body language, and the basics of visual interpretation (audio, camera angles, light etc). Making comparative studies between text and visuals. Producing powerpoint presentations, and audio presentations. Using sound and visuals to convey Language A skills.</li> </ul>
9	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>· View and critically analyze a range of visual texts, communicating understanding through oral, written and visual media</li> <li>· Identify elements and techniques that make visual texts effective, and draw on this knowledge to create their own visual effects</li> </ul>	<p><b><i>Students will be able to show their understanding by:</i></b></p> <ul style="list-style-type: none"> <li>· Delivering Individual oral responses to visual stimuli, and notetaking, identifying key aspects of Language A skills and knowledge.</li> <li>· Using speed, volume, articulation/body language and basics of visual interpretation (audio, camera angles, light etc). Making comparative studies between text and visuals. Producing powerpoint presentations, and audio presentations. Using sound and visuals to convey Language A skills.</li> </ul>

## Learning Outcomes and Benchmarks

Subject: LANGUAGE A - JAPANESE

Strand: WRITING

Grade/ Phase	Learning Outcome	Benchmarks
12	<p><b>Students will be able to:</b></p> <p><b>Analyze</b></p> <ul style="list-style-type: none"><li>· Comprehend, respond to, and analyze a wide variety of literary texts</li></ul> <p><b>Organise and produce</b></p> <ul style="list-style-type: none"><li>· Apply understanding of the author's craft:</li></ul> <p><b>Use of language</b></p> <ul style="list-style-type: none"><li>· Apply knowledge of Japanese conventions in writing</li></ul>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"><li>· Making connections within and between texts.</li><li>· Commenting on the effects of literary and non-literary features.</li><li>· Interpreting, in different ways, the reader's response to the author's style and techniques.</li></ul> <p><b>Literature students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"><li>· Producing essays on a known text, and compare and contrast two or more known texts.</li><li>· Producing commentaries on a previously unseen text.</li><li>· Using paragraphing, transitions and clear argumentation to create coherence.</li><li>· Applying literary and non-literary terms in a range of writing styles.</li></ul> <p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"><li>· Selecting vocabulary, sentence structures and punctuation in the appropriate context and register.</li></ul>
11	<p><b>Analyze</b></p> <ul style="list-style-type: none"><li>· Demonstrate an ability to express ideas clearly and fluently, with an effective choice of register and style.</li></ul>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"><li>· Using paragraphing, transitions and clear argumentation to create coherence.</li></ul>

	<p><b>Organise and produce</b></p> <ul style="list-style-type: none"> <li>· Demonstrate, understand and correctly apply language and literary terminology and concepts, and make connections between style and meaning.</li> <li>· Demonstrate an ability to analyse language, structure, technique and style, and evaluate their effects on the reader</li> </ul> <p><b>Use of language</b></p> <ul style="list-style-type: none"> <li>· Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts.</li> <li>· Write in a range of styles and registers in order to understand the key features of each one.</li> </ul>	<ul style="list-style-type: none"> <li>· Selecting vocabulary, sentence structures and punctuation in the appropriate context.</li> <li>· Applying literary and non-literary terms in a range of writing styles.</li> <li>· Making connections within and between texts.</li> <li>· Commenting on the effects of literary and non-literary features.</li> <li>· Interpreting, in different ways, the reader's response to the author's style and techniques.</li> <li>· Producing literary essays on a known text, and compare and contrast two or more known texts.</li> <li>· Producing literary commentaries on a previously unseen text.</li> </ul>
10	<p><b>Students will be able to:</b></p> <p><b>Analyze</b></p> <ul style="list-style-type: none"> <li>· Compose pieces that apply a wide variety of appropriate literary and language features and terms.</li> <li>· Compare and contrast aspects of literature.</li> <li>· Express an increasingly sophisticated personal response to text.</li> </ul> <p><b>Organise and produce</b></p> <ul style="list-style-type: none"> <li>· Use organizational structures and language-specific conventions confidently.</li> <li>· Employ appropriate critical apparatus.</li> </ul> <p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>· Use language for an increasing variety of purposes.</li> <li>· Use grammar, syntax and punctuation accurately.</li> </ul>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· A description, a persuasive speech, a short story, a letter to the editor, and an autobiographical piece of writing.</li> <li>· Analysing and writing a compare and contrast poetry commentary.</li> <li>· Composing various kinds of responses such as journals, diary entries, reports and other writings to demonstrate their personal understanding of characters and themes.</li> <li>· Using a clear structure of making a point, illustrating it with an example, and followed by an in-depth explanation.</li> <li>· Applying essay writing structures and rhetorical devices to make a successful persuasive speech.</li> <li>· Using the appropriate conventions of referencing when writing literary and non-literary pieces.</li> </ul>

	<ul style="list-style-type: none"> <li>· Use wide variety of appropriate and varied registers and sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>· Writing in both a formal and an informal register, using appropriate vocabulary, having first accurately identified the intended audience.</li> <li>· Producing written work with a minimum of mechanical errors.</li> <li>· Composing a range of different styles of writing, and manipulating sentence structure for effect.</li> </ul>
9	<p><b>Students will be able to:</b></p> <p>Analyze</p> <ul style="list-style-type: none"> <li>· Compose pieces that apply appropriate literary and language features and terms.</li> <li>· Compare and contrast aspects of literature.</li> <li>· Express a personal response to text.</li> </ul> <p><b>Organise and produce</b></p> <ul style="list-style-type: none"> <li>· Use organizational structures and language-specific conventions confidently.</li> <li>· Employ appropriate critical apparatus.</li> </ul> <p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>· Use language for an increasing variety of purposes.</li> <li>· Use grammar, syntax and punctuation accurately.</li> <li>· Use wide variety of appropriate and varied registers and sentence structures.</li> </ul>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Producing an informative brochure, a monologue, a short story, a letter to a friend and a critique of an independently read book.</li> <li>· Writing a compare and contrast essay on two characters.</li> <li>· Composing various kinds of responses such as journals, diary entries, reports and other writings to demonstrate their personal understanding of characters and themes.</li> <li>· Using a clear structure of making a point, illustrating it with an example, and followed by an in-depth explanation.</li> <li>· Applying essay writing structures and rhetorical devices to make a successful persuasive speech.</li> <li>· Using the appropriate conventions of referencing when writing literary and non-literary pieces.</li> <li>· Writing in both a formal and an informal register, using appropriate vocabulary, having first accurately identified the intended audience.</li> <li>· Producing written work with a minimum of mechanical errors.</li> <li>· Composing a range of different styles of writing, and manipulating sentence structure for effect.</li> </ul>

**Learning Outcomes and Benchmarks**

**Subject: LANGUAGE A - JAPANESE**

**Strand: READING**

<b>Grade/ Phase</b>	<b>Learning Outcome</b>	<b>Benchmarks</b>
11 & 12	<p><b>Students will be able to:</b></p> <p><b>ANALYSE:</b></p> <ul style="list-style-type: none"> <li>· <b>Comprehend, respond to, and analyse a wide variety of texts</b></li> </ul>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Evaluating and comparing, through the study of Works in Translation, the way individual and cultural perspectives affect people’s understanding of such aspects as gender roles, ethical decisions and ways of life.</li> <li>· Analysing poetry and prose, using a range of approaches and literary terms, in order to write and speak a detailed commentary.</li> <li>· Making interpretations and supporting these with cited, textual evidence.</li> </ul>
	<p><b>ORGANISE AND PRODUCE</b></p> <ul style="list-style-type: none"> <li>· <b>Comprehend and apply skills and strategies</b></li> </ul>	<ul style="list-style-type: none"> <li>· Distinguishing and evaluating the features of novels, poetry, drama and essays from different periods.</li> <li>· Evaluating and comparing pre-20th century texts, particularly at Higher Level, so students have exposure to a broad literary tradition.</li> <li>· Presenting research on social, historical and literary contexts as a written summary and an interactive oral.</li> </ul>
	<p><b>USE OF LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· <b>Read fluently using skills and strategies of the reading process</b></li> </ul>	<ul style="list-style-type: none"> <li>· Applying the tools of literary analysis through detailed analysis of extracts from texts as well as complete texts.</li> <li>· Evaluating the author’s style and purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>· <b>Demonstrate an appreciation for reading</b></li> </ul>	<ul style="list-style-type: none"> <li>· Explaining how texts relate to real life.</li> <li>· understanding the relevance of literature</li> <li>· Maintaining their reading habit through independent reading.</li> </ul>
10	<p><b>ANALYSING</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>· <b>Comprehend, respond to, and analyse a wide variety of texts</b></li> </ul>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Analysing key elements of the novel, drama, poetry, short stories and non-fiction.</li> <li>· Identifying key elements such as setting, plot, structure, characterisation, imagery and symbolism, narrative technique, dramatic and poetic techniques, and the use of tone and rhetorical devices.</li> <li>· Evaluating the effects of the key elements in terms of the author's purpose.</li> </ul>
	<p><b>ORGANISE AND PRODUCE</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>· <b>Comprehend and apply skills and strategies</b></li> </ul>	<ul style="list-style-type: none"> <li>· Analysing and comparing poems on a common theme, short stories by the same author, and various works in translation.</li> <li>· Identifying and analysing key features of descriptive, narrative and persuasive writing.</li> </ul>
	<p><b>USE OF LANGUAGE</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>· <b>Read fluently using skills and strategies of the reading process</b></li> <li>· <b>Demonstrate an appreciation for reading</b></li> </ul>	<ul style="list-style-type: none"> <li>· Keeping a reading record sheet.</li> <li>· Producing brief book reviews.</li> <li>· Reading and offering constructive feedback to other students' writing.</li> </ul>

9	<p><b>ANALYSING</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>· <b>Comprehend, respond to, and analyse a wide variety of texts</b></li> </ul>	<p><b>Students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Analysing key elements of the novel, drama, poetry, short stories and non-fiction.</li> <li>· Identifying key elements such as setting, plot, structure, characterisation, imagery and symbolism, narrative technique, dramatic and poetic techniques, and the use of tone and rhetorical devices.</li> <li>· Evaluating the effects of the key elements in terms of the author's purpose.</li> </ul>
	<p><b>ORGANISE AND PRODUCE</b></p> <ul style="list-style-type: none"> <li>· <b>Comprehend and apply skills and strategies</b></li> </ul>	<ul style="list-style-type: none"> <li>· Analysing and comparing poems on a common theme, short stories by the same author, and various works in translation.</li> <li>· Identifying and analysing key features of informative, letter and persuasive writing.</li> </ul>
	<p><b>USE OF LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· <b>Read fluently using skills and strategies of the reading process</b></li> <li>· <b>Demonstrate an appreciation for reading</b></li> </ul>	<ul style="list-style-type: none"> <li>· Keeping a reading record sheet.</li> <li>· Producing brief book reviews.</li> <li>· Reading and offering constructive feedback to other students' writing.</li> </ul>

**Learning Outcomes and Benchmarks**

**Subject : LANGUAGE A Japanese**

**Strand : LISTENING AND SPEAKING**

<b>Grade/ Phase</b>	<b>Learning Outcome</b>	<b>Benchmarks</b>
12	<p><b><i>Literature students will be able to:</i></b></p> <ul style="list-style-type: none"><li>· Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style</li><li>· Demonstrate a command of terminology and concepts appropriate to the study of literature</li><li>· Demonstrate an ability to express well-organized oral arguments</li><li>· Demonstrate an ability to orally present a sustained and detailed literary commentary</li><li>· Critically analyse the social and cultural context, which is connected to the ways in which language and style is used by the author</li></ul>	<p><b>Literature students will be able to show their understanding by :</b></p> <ul style="list-style-type: none"><li>· Presenting an individual oral of an extract taken from one of the works studied in parts 2 and 4.</li><li>· Engaging in literary discussion to show their knowledge and understanding of other part 2 and 4 works.</li><li>· Delivering a structured and focused commentary using a formal spoken register.</li><li>· Selecting and presenting an appropriate text that explores the way language and style reveals the social and cultural context.</li></ul>
11	<p><b><i>Literature students will be able to:</i></b></p> <ul style="list-style-type: none"><li>· Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style</li><li>· Demonstrate a command of terminology and concepts appropriate to the study of literature</li><li>· Demonstrate an ability to express well-organized oral arguments</li></ul>	<p><b>Literature students will be able to show their understanding by :</b></p> <ul style="list-style-type: none"><li>· Presenting an individual oral commentary of an extract taken from one of the works studied in parts 2 and 4.</li><li>· Engaging in literary discussion to show their knowledge and understanding of other part 2 and 4 works.</li><li>· Delivering a structured and focused commentary using a formal spoken register.</li></ul>

	<ul style="list-style-type: none"> <li>· Demonstrate an ability to orally present a sustained and detailed literary commentary</li> <li>· Critically analyse the social and cultural context, which is connected to the ways in which language and style is used by the author</li> </ul>	<ul style="list-style-type: none"> <li>· Selecting and presenting an appropriate text that explores the way language and style reveals the social and cultural context.</li> </ul>
10	<p><b><i>Literature students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>· Organise ideas and arguments in a sustained, coherent, and logical manner</li> <li>· Express an informed and independent response to literary and non-literary texts</li> <li>· Use of an appropriate register, vocabulary, and correct grammar and syntax</li> </ul>	<p><b>Literature students will be able to show their understanding by :</b></p> <ul style="list-style-type: none"> <li>· Presenting persuasive/ informative speeches on their own topics.</li> <li>· Discussing different aspects of the texts such as characters, themes, and historical contexts.</li> <li>· Commenting and offering feedback on other students' work, as part of the editing process.</li> </ul>
9	<p><b><i>Literature students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>· Organise ideas and arguments in a sustained, coherent, and logical manner</li> <li>· Express an informed and independent response to literary and non-literary texts</li> <li>· Use of an appropriate register, vocabulary, and correct grammar and syntax</li> </ul>	<p><b>Literature students will be able to show their understanding by :</b></p> <ul style="list-style-type: none"> <li>· Presenting persuasive/ informative speeches on their own topics.</li> <li>· Discussing different aspects of the texts such as characters, themes, and historical contexts.</li> <li>· Commenting and offering feedback on other students' work, as part of the editing process.</li> </ul>