

Japanese 3 & 4
Current Events Format & Requirements
2018-2019

OBJECTIVE: Intermediate and advanced students of Japanese will periodically research and analyze the cultural, social, political and economic implications of current events in Japan. They will be able to create, using Japanese, a presentational media summary of their chosen event on the authority of their research.

TASK #1 – Written Analysis (6 total points):

Students will research online to find a major news headline in current events that has either taken place in Japan or relate directly to Japanese interests abroad.

- This headline must be **identified by category** (for example, *Politics* or *Economy* or *Sports & Leisure*) **as well as by IB Diploma Program core theme** (for example, *Communications & Media* or *Global Issues* or *Social Relationships*); for a more complete listing of categories under these themes, see the attached sheet. Source citations must be included with the **article title, author of the article, website name, date of publication** and a **link** with the URL address. *(1 point)*

- Students will then provide a summary in their own words of the event **IN JAPANESE**. It should include the following in the summary:
 - Identify the main points of interest in the article. *(2 points)*
 - What you think of the news and how it might reflect things you have learned about Japanese culture and society and the core theme. *(1 point)*
 - What are some questions you have about the content? Are there any new terms you haven't heard before? Explain them. *(1 point)*

- Article Choice & Written Analysis Requirements
The choice of article will be determined by the IB Core Course Theme and Option focus for the week determined by the instructor, or left to the student's discretion; students will be directed when assigned. Article length is at the student's discretion; below are level-specific guidelines *(1 point)*:
 - Level 3:**
 - Article Choice & Complexity* – English or Japanese article acceptable; Complexity based on level of understanding
 - Written Analysis* – Written in Japanese, organized as a paragraph, and must be at least 100 characters in length

 - Level 4:**
 - Article Choice & Complexity* – Japanese article only; Complexity based on level of understanding
 - Written Analysis* – Written in Japanese, organized as a paragraph, and must be at least 150 characters in length

TASK #2 – Presentational Media (4 total points):

Students will create **ONE** digital presentational media slide that must include the elements noted below. Using a shared Google Slide Presentation file, students will **create Japanese language content** that should summarize the main idea and significant details and implications of the event; the slide must include the following:

- (1) The headline/source information & the core theme identified (**1 point**);
- (2) A short set of 2-3 statements describing the event. These should be organized into bullet points (**2 points**);
- (3) Identify Japanese expressions/vocabulary (with English translations) useful in expressing key ideas about the article (**1 point**);

** Students should express the statements about the article (#2) using the vocabulary above. Students will be asked to answer questions about their slides in Japanese (assessed generally in their class participation grade).*

Students will be asked to insert 1 slide into the shared presentation document that includes the above content by the designated date and time deadline for submission.

*** COOL POINTS WITH SENSEI (Not requirements, but doing these go a long way to scoring well):**
1) **INCLUDE A PICTURE ON THE SLIDE IF IT HELPS THE CLASS UNDERSTAND THE NEWS REPORT;**
2) **ATTEMPT TO EXPRESS DEFINITIONS IN #3 ABOVE USING BASIC JAPANESE, NOT IN ENGLISH.**

FORMAT:

Task #1 (Written Analysis) should be typed into the body of an email sent to Sensei at dbhssensei@gmail.com. The SUBJECT title must be **YourLastName-Period __-CE# __** (so if it were my assignment: Collazo-Period8-CE#1).

** Failure to comply with these formatting specifications will result in a 1-point deduction, from the **10 points possible** for this assignment.*

DEADLINE:

Submit by Task #1 by 11:59pm on the specified due date, sent to dbhssensei@gmail.com. Complete Task #2 by inserting your slide content into the shared Google Slides document by this same deadline. **BOTH** tasks must be completed by the deadline.

** Failure to meet this deadline will result in a 2-point deduction for each day it is late, beginning at 12:00am.*

Current Events Evaluation Sheet

Student Name: _____

Japanese Level: _____年

TASK #1 – Written Analysis (6 points) <i>Submitted in the body of an email to Sensei</i>	
Score	
Headline must be categorized under a core theme. Source citations with the article title, author of the article, website name, date of publication and a link with the URL address (1)	
Summary in Japanese identifies the main points of interest in the article (2)	
Summary describes what you think of the news and how it might reflect things you have learned about Japanese culture and society (1)	
Summary includes some questions you have about the content and new terms you haven't heard before and you've explained them (1)	
Article chosen meets noted criteria; Analysis is written and organized as a paragraph in Japanese and must be at least 100 characters (Level 3) or 150 characters (Level 4) in length (1)	
TASK #2 – Presentational Media (4 points) <i>Submitted as a Google Slide on a shared online presentation</i>	
Score	
The student identified the headline, source information & the core theme in the digital presentation slide (1)	
The student included a short set of 2-3 bullet-pointed statement in Japanese clearly describing the event on the presentation slide (2)	
The student identified Japanese expressions/vocabulary (and English translations) useful in expressing key ideas about the article (1) <i>* Students expressed statements about the article using this vocabulary in the bullet-pointed statements on the slide.</i>	
*Requirement Deductions	
* Failure to Complete Task #1 (-6) * Failure to Complete Task #2 (-4) * Incorrect Format (-1) Task #1 was NOT typed <u>into the body of an email</u> . The subject title did NOT follow naming protocol, YourLastName-Period __-CE# __ * Late Submission (-2 for each day late) Submitted on: [_____]	
Total Score	
Assessment Final Score (maximum 10 points)	

IB CORE COURSE THEMES

There are three topics in the core: (1) Communication and media (2) Global issues (3) Social relationships
These three topics are compulsory at SL and HL. Students are required to study at least two aspects from each core topic.

Communication and media (コミュニケーション・メディア)

How people interact, transmit and gather data for the purposes of information and entertainment.

Possible aspects to cover: Advertising, bias in media, censorship, internet, mail, press, radio and television, sensationalism in media, telephone use.

Global issues (グローバルな問題)

Current matters and future scenarios that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target language's culture(s).

Possible aspects to cover: Drugs, energy reserves, food and water, global warming, climate change, natural disasters, globalization, international economy, migration (rural–urban, or international), poverty and famine, racism, prejudice, discrimination, the effect of man on nature, the environment and sustainability.

Social relationships (社会的関係)

How people interrelate and behave—as members of a community, individually and in groups.

Possible aspects to cover: Celebrations, social and religious events, educational system, language and cultural identity or self-identity, linguistic dominance, minorities, multilingualism, nationalism, patriotism, fanaticism, relationships (friendship, work, family), social and/or political structures, social behaviours and stances, taboos versus what is socially acceptable.

OPTIONS

There are five topics in the options. (1) Cultural diversity (2) Customs and traditions (3) Health (4) Leisure (5) Science and technology

Teachers select two topics. At least two aspects must be studied from each selection.

Cultural diversity (文化の多様性)

The ethnic, gender, racial, ideological and socio-economic varieties within a community of the target language.

Possible aspects to cover: Beliefs, values and norms, culinary heritage, how culture is learned, intercultural assimilation, interlinguistic influence, language diversity, migration, population diversity, subcultures, the concepts of human beauty, verbal and non-verbal communication.

Customs and traditions (習慣と伝統) *** (This is one of my 2 option selections)

The current and past practices, representations, expressions and knowledge that belong to a community of the target language.

Possible aspects to cover: Celebrations, social and religious events, dress codes, uniforms, etiquette and protocols, fashion, food, historical events, national costumes, the arts.

Health (健康)

Physical, mental and social well-being, as well as matters related to illnesses.

Possible aspects to cover: Concepts of beauty and health, diet and nutrition, drug abuse, epidemics, health services, hygiene, illnesses, symptoms of good/ill health, mental health, physical exercise, surgery, traditional and alternative medicine.

Leisure (余暇) *** (This is one of my 2 option selections)

The variety of activities performed for enjoyment.

Possible aspects to cover: Entertainment, exhibitions and shows, games, hobbies, recreation, social interaction through leisure, sports, travelling.

Science and technology (化学と技術)

The relationship between science and technology, and their impact on a community of the target language.

Possible aspects to cover: Entertainment, ethics and science, ethics and technology, impact of information technology on society, natural sciences, renewable energy, scientific research, social sciences.