



Deerfield Beach High School
JAPANESE II & MYP/IB JAPANESE II
Course Information & Syllabus



Instructor: Mr. W. Collazo

Academic Year: 2019-2020

Times & Location: Period 1 [Gold Days] - Room 116

Office Hours: **Study Hall** – Period 3 (Red Days); **Planning** – Period 7 (Gold Days)

I am also available by appointment before or after school on either red or gold days.

Contact information:

- **Parents** may contact me during the above hours using the school's number, 754-322-0650; you may also contact me by e-mail at wcollazo@browardschools.com. Conferences may be scheduled upon request.
- **Students** may stop by my room before or after school; you may also contact me via e-mail at dbhssensei@gmail.com.
- **Course Website:** <http://dbhs-sensei.com>

TEXTBOOKS

Peterson, Hiromi and Naomi Omizo. *Adventures in Japanese 1, 4th Edition*. Boston: Cheng & Tsui Company, 2015. *

Peterson, Hiromi and Naomi Omizo. *Adventures in Japanese 2, 4th Edition*. Boston: Cheng & Tsui Company, 2016. *

Kano, Chieko, et.al., *Basic Kanji Book, Volume 1*. Tokyo: Bonjinsha Co., Ltd., 1989.

Japan Foundation. *Erin's Challenge! I Can Speak Japanese. Volume 1*. Tokyo: Bonjinsha Co., Ltd., 2007

* Copies of the accompanying workbook provided by the publisher will also be used.

** Please note that while *Adventures in Japanese 1* and *Adventures in Japanese 2* are the two primary texts, handouts drawing from other sources will be utilized as well.

COURSE DESCRIPTION

The Japanese II course expands students' basic knowledge of Japanese language and culture through the further development of communicative skills and cross-cultural understanding. Like the Japanese I course, it is a communicative class designed to be comprehensive rather than exclusive. The class offers activity-based lessons that encourage students to examine Japanese language and culture in a context that is relevant to their own interests and experiences. It additionally allows students a closer examination of grammar structures, vocabulary usage, and certain aspects of Japanese culture.

COURSE OBJECTIVES

In accordance with the Florida New Generation Sunshine State Standards and National Common Core Standards, the student will be able to do the following after successfully completing this course:

1. Demonstrate knowledge and application of specific vocabulary used in everyday life, including: social pleasantries, personal characteristics, daily activities/hobbies, school/classroom, weather and time expressions, transportation and travel, illness expressions, as well as other topics relevant to their age group.
2. Understand and respond to basic oral directions, questions, classroom commands, and oral descriptions without reference to English.

3. Recognize Japanese scripts—*hiragana*, *katakana*, and *kanji*; they will read and write *hiragana*, *katakana* and nearly 150 *kanji*; they will be able to apply these scripts to the task of writing basic notes, memos, and letters.
4. Comprehend reading materials containing items on menus, schedules, timetables, maps, signs, and other Japanese media.
5. Say and write more complex declarative and interrogative sentences in the present and past tense using correct word order; they will also be able to express personal data, as well as comment on a variety of topics ranging from shopping and meals to school rules and driving.
6. Identify the historical time periods in Japanese history to the present and describe the structure of the Japanese government.
7. Recognize and comment on basic aspects of Japanese culture such as holidays, customs, common foods, leisure time activities and selected artistic forms; to this end, they will have participated in culturally-related events such as a field trip to the Morikami Museum and a visit from a guest speaker.

REQUIRED MATERIALS

The following items are required for the course; students are expected to bring these items to class everyday, unless otherwise directed or noted below:

1 Textbook – issued by the teacher – A textbook cover is highly suggested!

1 composition notebook/journal – for class notes, warm-ups, activities & VIS (no spirals, please!)

1 folder or 3-ring binder – for holding the most current assignments and extra paper.

Pencils & 1 large eraser

Suggested:

1 hardcover 3-ring binder (1-inch suggested) with paper & dividers for at least 3 sections:

- 1) Workbook Exercises & Essay Writing
- 2) Geography, Culture Notes/Handouts & Current Events
- 3) Tests & Quizzes

For digital projects: 1 USB Flash Drive (minimum 1GB) or Cloud-based applications & storage

- Please note that from time to time the teacher may ask the students to bring other items to be used in class that are not listed above.

GRADING POLICY

- 1) **Grading Scale:** as passed by the Florida State Legislature.
- 2) **Grading System:** There are four categories of assessment in calculating your grade; these categories will be weighted as a percentage of the total grade:
 1. **Classwork & Participation** – 5 points for class participation assessment and 5 points per assignment or activity (completed daily for **25%** of the grade)
 2. **Homework** – 5-10 points per assignment (completed regularly for **25%** of the grade)
 3. **Projects** – 50-100 points per project (given periodically as assigned for **25%** of the grade)
 4. **Quizzes & Tests** – 50-100 points for tests (completed at the end of each lesson); 10-20 points for quizzes (given periodically as assigned for **25%** of the grade)

ASSESSMENTS

- 1) **Class Work & Participation:** Students will be asked to participate fully in classroom dialogues and assignments. Since one of the major objectives of this course is to develop the student's ability to express ideas in Japanese, full participation in classroom oral drills and written assignments is essential to success in this course. These activities may include "warm-up" exercises, memorizing and preparing short dialogues (introducing new material or

reinforcing previous material) and worksheets. Each student will be graded on a scale of 0-5 in each class according to the following criteria:

- 0 = unexcused absence
- 1 = present but unconscious/asleep
- 2 = present but unengaged/not on task
- 3 = present, engaged and on task, but unprepared for class
- 4 = prepared, working and willing to participate when called on
- 5 = actively participated and regularly contributed
- X = excused absence

- 2) **Homework:** Practicing beyond the classroom is a very important part of learning any language. Students are highly encouraged to practice pronunciation of Japanese words, phrases, and sentences by reading aloud at home (with the use of their books and handouts). Of course, besides this method of self-study, students will be given homework assignments EVERYDAY to reinforce their knowledge and skills. These assignments include, but are not limited to, dialogue memorization, workbook exercises, writing practice sheets, and for Pre-I.B. students, mini-essays in their journals. *The importance of diligent practice and consistent self-study in learning Japanese language cannot be overstated.* **LATE HOMEWORK WILL BE ACCEPTED ONLY FOR 1 DAY BEYOND THE DATE DUE.** See Make-Up Work Policy for details.
- 3) **Projects:** There will be three projects. Details and grading criteria will be provided in a separate handout for each of these projects:
 - a. *Japan in the News* – current events in Japan – due as assigned, at least twice each nine weeks.
 - b. *Japan Today* – an in-class presentation about national holiday or festival celebrated in Japan. (1st semester assignment)
 - I.B. students will be required to provide a written report that will include more details on the subject and their own reflections on the activity.
 - c. *Japanese History* – an in-class presentation on an event in Japanese history of your choosing. (2nd semester assignment)
 - I.B. students will be required to write an accompanying research paper on this event that will be revised before the end of the term.
- 4) **Tests/Quizzes:** Vocabulary quizzes, reading/writing tests, and listening & speaking exams will be given to assess student progress periodically throughout the term. As a general rule, there will be a review quiz every Monday to encourage students to review the previous week's work during the weekend. Included in this area of assessment will be tests checking student understanding of Japanese history and social/cultural practices. A review session will precede each of the lesson tests, so students will know what material to review.
- 5) **Midterm & Final Examinations:** At the end of each 18-week period, a cumulative examination will be administered. The exam will include material from previous tests as well as anything covered in the final days before the exam. **These exams are NOT factored into the 18-week grade, only the term grade on the report card.**

CLASSROOM PROCEDURES

These procedures represent the “culture” of our classroom. As with any culture, there are certain values and practices that are considered acceptable and unacceptable. Below is a listing and explanation of those attitudes and practices that will ensure survival and success in our culture.

1) **Come to class on time and prepared.**

2) **Be mindful of the daily class routine.**

- When you enter the class and take your seat, take out your materials and begin work on the warm-up questions; ***remember to put the date on any work that you do.***
- At the beginning of each class, stand up when the class leader calls the class to attention with, “*Ki wo tsuke.*” Then when he/she says, “*Rei,*” you should bow and say, “*Onegai-shimasu.*” You should then sit and finish work on the warm-up.
- Pay careful attention. Follow directions the first time they are given.
- COME TO CLASS SPEAKING JAPANESE; using Japanese everyday is the only way to develop your skills! Speak to your teacher and your classmates using the Japanese you know.
- At the end of each class:
 - a) Return any books and borrowed materials to their proper locations.
 - b) Check and dispose of any trash that may be around your seat.
 - c) Stand up when the class leader calls the class to attention with, “*Ki wo tsuke.*” Then when he/she says, “*Rei,*” you should bow and say, “*Arigatou gozaimashita.*”
 - d) Be sure to take all of your belongings with you.

3) **Actively listen and be respectful of others.**

- Learning any foreign language requires careful observation, active listening, and a genuine interest in learning about people (especially your classmates).

4) **Maintain a positive attitude and be ready to take risks.**

- Please don't be afraid to try a new word or sentence in class to find out if you're using it correctly or not. A good attitude and an ability to laugh at oneself are essential for learning a foreign language!

5) **Avoid bringing food, candy, and drinks to class.**

- No unauthorized eating or drinking in this classroom.
- Please throw out your gum as you enter the classroom.

ATTENDANCE POLICY

All policies regarding attendance and tardiness fall under those outlined in the Code of Student Conduct & Discipline Handbook distributed to each student. Please refer to this handbook for details about the student's responsibilities and the consequences for violating these policies. All students are encouraged to have a “study buddy”.

MAKE-UP WORK & TESTS

All policies regarding make-up work fall under those outlined in the Code of Student Conduct & Discipline Handbook distributed to each student. Please refer to this handbook for details about the student's responsibilities and the consequences for violating these policies. As a general rule, students are responsible for making up work in a timely fashion, as directed by the Student Code of Conduct, within two days after the absence; they are expected to work out a time with the instructor to make up tests and quizzes within 1-2 days of the missed quiz/test. Any work due on the date of the absence is to be submitted when the student returns to class.

TECHNOLOGY USE

Students should be proficient or having a working knowledge in the use of a word processor and automated researching skills (internet, databases, etc.) Some practice and training with the latter will be provided. Since there is a course website, there will be times that you will be asked to search the site on the Internet.

Students are encouraged to have an e-mail address and internet access. If you do not have e-mail or internet access at home, the media center has computers for your use; during the weekends, you can use your local library's computers. There are many free e-mail services such as Yahoo and Gmail. This is a valuable tool to keep up with work, research, and announcements.

ACADEMIC RESPONSIBILITY

Students are expected to abide by ethical standards in preparing and presenting material, which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on the basic concepts of honesty and integrity. MYP/IB students are in addition bound to act in accordance with the IB Honor Code. The teacher reserves the right to award NO points for an assignment where evidence shows the student submitted work that is not his/her own original work and/or used sources that have not been acknowledged by the student in the final product. Progressive disciplinary action will then be followed in according with the Student Code of Conduct and the IB Honor Code.

Deerfield Beach High School
JAPANESE II & MYP/IB JAPANESE II - SYLLABUS

This is a general outline of the course topics and activities in the order we will be discussing them. Please note that this syllabus is subject to change in the case of any unforeseen time constraints.

1st SEMESTER		
WEEKS 1 & 2	Introduction & Review	Comprehensive Review Review of Verb conjugation; Adjective conjugation (ゝ and っ); Copula conjugation; <i>Hiragana, Katakana, Kanji</i> review
WEEKS 3 - 5	Review <u>AIJ1</u> Lesson 9 <u>BK</u> Ch. 1	School Subjects Class schedules; Descriptions of qualities (teachers, classes & assignments); After school activities; <i>Katakana & Kanji</i> Review
WEEKS 6 - 8	<u>AIJ1</u> Lesson 10 <u>BK</u> Ch. 2 & 3	How Are You? / School Absence & Schedule Discussing absences & sickness; Typical activities for after school schedule; Making plans; <i>Katakana & Kanji</i> Reading & Writing
WEEKS 9 - 11	<u>AIJ1</u> Lesson 11 <u>BK</u> Ch. 4 & 5	Shopping <i>Te</i> -form verbs, Request patterns, “want” expressions, Adjectives, Culture - money and cost of living; <i>Kanji</i> Reading & Writing * <i>Japan Today – Holiday/Festival Presentation</i>
WEEKS 12 - 14	<u>AIJ1</u> Lesson 12 <u>BK</u> Ch. 6 & 7	Lunch Time Use of “already” & “(not) yet”, Use of “ <i>de</i> ”, Adjective + adjective, Compound sentences, Culture – meals; <i>Kanji</i> Reading & Writing * <i>Japan Today – Holiday/Festival Presentation</i>
WEEKS 15 - 17	<u>AIJ2</u> Lesson 6 <u>BK</u> Ch. 8 & 9	New Year’s Day/The Holidays “Have done before”; Past-tense direct verbs—affirm. & negative; <i>Kanji</i> Reading & Writing * <i>Japan Today – Holiday/Festival Presentation</i>
WEEK 18	General Review	Comprehensive Review Practice with compound sentences and oral assessments <i>Kanji</i> Review; MIDTERM EXAMINATION

2nd SEMESTER		
WEEKS 1 - 3	<u>AIJ2</u> Lesson 1 <u>BK</u> Ch. 10	Self-Introductions (Extended) Present progressive, Existence, Location words, Use of <i>mou</i> & <i>mada</i> , dictionary form * <i>Japanese History – Project Development</i>
WEEKS 4 - 6	<u>AIJ2</u> Lesson 2 <u>BK</u> Ch. 11	School Rules Review of “to wear” and Permission & Prohibition; Verb+ <i>ni</i> + directional verb, Negative questions, <i>N-desu</i> endings, Culture: Japanese school culture & libraries * <i>Japanese History – Project Development</i>
WEEKS 5 - 7	<u>AIJ2</u> Lesson 3 <u>BK</u> Ch. 12	Driving Formal vs. Informal, Negative direct verbs, Negative request patterns, Culture: School Buses * <i>Japanese History – Project Development</i>
WEEKS 8 - 10	<u>AIJ2</u> Lesson 4 <u>BK</u> Ch. 13	Restaurant Adjective+ <i>sou</i> , Ordering food, “Have to do~” and “Will try to do~” expressions, Culture: foods, chopsticks * <i>Japanese History – Project Development</i>
WEEKS 11 - 13	<u>AIJ2</u> Lesson 5 <u>BK</u> Ch. 14	Wellness Reason+ <i>de</i> , Adjective past tense, Counter+ <i>mo</i> * <i>Japanese History – Project Presentation & Research Paper</i>
WEEKS 14 - 15	<u>AIJ2</u> Lesson 7 <u>BK</u> Ch. 15	Part-Time Job Comparison expressions (Dochira, yori, hodo, ichiban) * <i>Japanese History – Project Presentation & Research Paper</i>
WEEKS 16 - 18	General Review	Comprehensive Review Practice with essays and oral assessments FINAL EXAMINATION