



**Deerfield Beach High School**  
**JAPANESE III & MYP/IB JAPANESE III**  
**Course Information**



Instructor: Mr. W. Collazo

Academic Year: 2018-2019

Times & Location: Period 8 [Gold Days] - Room 116

Office Hours (By prearrangement only):

**Study Hall – Period 7; Planning – Periods 2 & 5; After School until 3:45 most 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](mailto:wcollazo@browardschools.com). Conferences may be scheduled upon request through the guidance department.
- **Students** may stop by my room after school or prearranged times during office hours; you may also contact me via e-mail at [dbhssensei@gmail.com](mailto:dbhssensei@gmail.com).

**Course Website:** <http://dbhs-sensei.com> (All course info & assignments posted by week)

### TEXTBOOK INFORMATION

Peterson, Hiromi and Naomi Omizo. *Adventures in Japanese 2, 4<sup>th</sup> 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. Volumes 1-3*. Tokyo: Bonjinsha Co., Ltd., 2007. \*

\* The accompanying workbook and CD/DVD ancillaries provided by the publisher of both books will also be used. Please note that while these books are the primary focus texts, handouts drawing from other sources will be utilized as well.

### COURSE DESCRIPTION

Japanese III is a linguistic, communicative and cultural course designed to enhance proficiency in the Japanese language. Through a variety of activity-based lessons, the class emphasizes development of listening, speaking, reading and writing skills, as well as acquisition of applied grammar fundamentals. Experiences with Japanese authentic materials are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. Students who are taking the MYP/IB Japanese III course will be expected to do certain kinds of assignments oriented toward study for the IB assessments in future courses.

### 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. Recognize and appropriately use oral syntax (grouping of words into sentences and phrases) and inflection in Japanese. They will be able to exchange information with peers and familiar adults about topics of common interest.
2. Interact with fluent native or highly proficient users of Japanese with sufficient skill to gather information necessary for a simple project. They will be able to interact in a number of real-life situations chosen from a variety of contexts.
3. They will have learned to read and write the various forms of 300 - 350 *kanji* characters. The *kanji* characters to be taught have been carefully selected as those which are most commonly found in authentic materials and the I.B. examination.

- .. write various types of letters and essays for pen pals, posts of the teacher about topics of personal interest or experience. They will be able to provide information in spoken and written form on a variety of topics of personal, academic and cultural interest.
- 5. Communicate orally and in writing their feelings and thoughts, using a variety of vocabulary for past, present, and future events.
- 6. Listen to and read Japanese for leisure and personal enrichment. They will be able to comprehend and interpret much of the content of authentic, written materials (personal letters, pamphlets, newspapers and magazine articles) selected according to the familiarity of the topic and range of already acquired vocabulary and structure.
- 7. Students will have participated in cultural activities involving music, television and games. They will be able to recognize simple themes, ideas, or viewpoints on social interaction in various settings. They will also be familiar with various expressive forms of Japanese culture such as music, dance, magazines, comic books and common artworks.

## REQUIRED MATERIALS

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

*1 Textbook – issued by the teacher*

*1 Composition notebook/journal – for class notes, warm-ups, drill session notes & VIS  
Dry Erase Markers & Eraser (for White Board Practice); Pencils & 1 Large Eraser*

*Suggested for digital projects: 1 USB Flash Drive (minimum 1GB) or Web storage access*

*Suggested Organization of Work: 1 Hardcover 3-Ring Binder with dividers for 4 sections:*

- 1) Workbook Exercises, Worksheets & Essays
- 2) Kanji Packets & Kanji Exercises
- 3) General Reference & Culture Handouts
- 4) Tests & Quizzes

- 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.
- At this point in their Japanese language training, students are encouraged to purchase a Japanese/English & English/Japanese dictionary. This would aid in the student's vocabulary acquisition. Dictionaries may be purchased either in a major bookstore or online.

## 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 daily participation assessment and 5 points per assignment or activity (completed daily for **25%** of the grade)
  2. **Homework** – 5-10 points per assignment (completed daily for **25%** of the grade)
  3. **Drills & Projects** – 5 points per drill (completed as scheduled) or 30-40 points per project (completed as assigned for **20%** 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 **30%** of the grade)

- 1) **Classwork & Participation (20%)**: 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 conversations and written assignments is *essential* to success in this course. These activities may include "warm-up" exercises, preparing short dialogues and worksheets. Each student will receive a daily grade and be awarded scores 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; excused absence
- 2) **Homework (25%)**: Practicing beyond the classroom is a very important part of learning any language. Students will be given homework assignments EVERYDAY to reinforce their knowledge and skills. These assignments include, but are not limited to, workbook exercises, study worksheets, kanji practice sheets, and for MYP/IB students, task-oriented essays in their journals. *The importance of diligent practice and consistent self-study in learning Japanese language cannot be overstated.* **NO LATE HOMEWORK WILL BE ACCEPTED UNLESS YOU ARE ABSENT ON THE DAY THE WORK WAS ASSIGNED.** See Make-Up Work Policy for details.
- 3) **Drills & Projects (20%)**: These drill sessions and projects will be completed in Japanese, as there is greater emphasis on speaking at this level.
- A. **Drill Sessions**: Students will participate in full-immersion sessions in which they are required to memorize short dialogues to use in presented contexts by the instructor. These drill sessions are designed in such a way as to challenge students to take risks with the language and manipulate it to fit the context. Students will receive scores based on the following criteria:
- 0 = unexcused absence
  - 1 = present but unconscious, asleep; refuses to participate
  - 2 = present but unengaged, not on task; speaking in English often
  - 3 = present and engaged, but unprepared for the session
  - 4 = present and engaged, generally prepared & willingness to participate
  - 5 = actively participates and regularly contributes; risk-taking attempts
- B. **Oral Projects**: There will be oral assessments periodically that will be evaluated in accordance with IB criteria for oral assessments. The schedule of presentation and grading criteria/rubrics will be explained in separate handouts. These handouts may be downloaded from the class website.
- 4) **Quizzes & Tests (30%)**: Lesson tests are administered at the end of every lesson. Additionally, vocabulary quizzes, reading/writing *kanji* tests, and listening & speaking exams will be given to assess student progress periodically throughout the term. Tests & quizzes will also assess student understanding of Japanese geography, history, and social/cultural practices. A review session will precede each of the tests, so students will know what material to review.
- \*\*\* 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.

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 III & MYP/Pre-IB JAPANESE III-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.

<b>1<sup>st</sup> SEMESTER</b>		
<b>WEEKS 1 &amp; 2</b>	Intro & Review <u>AIJ1 &amp; 2</u> Review <u>BK</u> Ch. 1-9	<b>Introduction to the Course</b> <u>AIJ1</u> Key Concept Review & Geography Review Polite requests, Asking permission, Culture
<b>WEEKS 3 - 5</b>	<u>AIJ2</u> Lesson 3 (3 <sup>rd</sup> ed.-L.4) <u>BK</u> Ch. 10	<b>Driving</b> Formal vs. Informal, Negative direct verbs, Negative request patterns, Culture: School Buses * <i>Drill Session Practice</i>
<b>WEEKS 5 - 7</b>	<u>AIJ2</u> Lesson 4 <u>BK</u> Ch. 11	<b>Restaurant</b> Adjective+ <i>sou</i> , Ordering food, “Have to do~” and “Will try to do~” expressions, Culture: foods, chopsticks * <i>Drill Session Practice</i>
<b>WEEKS 8 - 10</b>	<u>AIJ2</u> Lesson 5 <u>BK</u> Ch. 12	<b>Wellness</b> Reason+ <i>de</i> , Adjective past tense, Counter+ <i>mo</i> * <i>Skit Presentation</i>
<b>WEEKS 11 - 13</b>	<u>AIJ2</u> Lesson 7 <u>BK</u> Ch. 13	<b>Part-Time Job</b> Expressions for commercial/work-related items & descriptions; Comparison expressions (Dochira, yori, hodo, ichiban) * <i>Skit Presentation</i>
<b>WEEKS 14 - 16</b>	<u>AIJ2</u> Lesson 8 <u>BK</u> Ch. 14	<b>Going to a Game</b> Transitive and Intransitive Verbs; Expressions for game-related events & descriptions * <i>Drill Session Practice</i>
<b>WEEKS 17 &amp; 18</b>	<u>AIJ2</u> Lesson 6 General Review	<b>New Year’s Day/The Holidays; Review</b> “Have done before”; Past-tense direct verbs—affirmative & negative <b>MIDTERM EXAMINATION</b>

<b>2<sup>nd</sup> SEMESTER</b>		
<b>WEEKS 1 - 3</b>	<u>AIJ2</u> Lesson 9 <u>BK</u> Ch. 15	<b>Japanese Folk Tale: “Mouse Wedding”</b> More comparisons (yori); “~te + shimaimasu”; “da kara”; Quotations; “I think that ~”; Japanese Folktale Studies * <i>Personal Presentation</i>
<b>WEEKS 4 - 6</b>	<u>AIJ2</u> Lesson 10 <u>BK</u> Ch. 16	<b>Giving Directions</b> When/if (Dictionary form + to); Comparing two actions * <i>Drill Session Practice</i>
<b>WEEKS 7 - 9</b>	<u>AIJ2</u> Lesson 11 <u>BK</u> Ch. 17	<b>Japanese Cooking</b> “How to do ~”; “Decide on ~”/“It was decided ~”; Adverbial use of Adjectives; “Too much”; Recipe Presentations * <i>Personal Presentation</i>
<b>WEEKS 10 - 12</b>	<u>AIJ2</u> Lesson 12 <u>BK</u> Ch. 18	<b>Mother’s Day</b> “~ koto/no”; verbs of wearing; representative form “~tari-suru”; “when” expression (~tara); Verbs of giving and receiving * <i>Personal Presentation</i>
<b>WEEK 13 - 14</b>	<u>AIJ3</u> Preliminary Lesson <u>BK</u> Ch. 19	<b>Review &amp; Preliminary Lesson to the 3<sup>rd</sup> Volume</b> Address & speak to others in appropriate speech styles; in-group/out- group identification; shortened verb forms & quoting of others and expressing what you think
<b>WEEKS 15 &amp; 17</b>	<u>AIJ3</u> Lesson 1 <u>BK</u> Ch. 20	<b>Study Abroad</b> Communicating informally with friends and family; advanced self- introductions, using verb modifiers for nouns. * <i>Skit Presentation</i>
<b>WEEK 18</b>	General Review	<b>Review for Final Exam</b> <b>FINAL EXAMINATION</b>