



Deerfield Beach High School
JAPANESE III Honors & IB JAPANESE III
Course Information & Syllabus



Instructor: Mr. W. Collazo

Academic Year: 2024-2025

Times & Location: Period 6 [Gold Days] - Room 116

Office Hours: Available by appointment any time of the day except for Period 6.

Contact information:

- **Parents** can contact me by phone during the above hours using the IB office's number, 754-322-0703; the best way to contact me is by e-mail, wcollazo@browardschools.com. Conferences may be scheduled upon request.
- **Students** may stop by my room or the IB Office; you may also contact me via e-mail.
- **Course Website:** <http://dbhs-sensei.com> + Canvas Course

TEXTBOOKS

A textbook will be provided to keep at home, while a textbook will be available during class. Additionally, all textbook materials and resources are available digitally on the Canvas Course.

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. 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 and will be made available on Canvas.

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 for overall communicative proficiency. 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 IB Japanese III course will be expected to do certain kinds of assignments oriented toward study for the IB assessments in Level 4.

COURSE OBJECTIVES

In accordance with the Florida New Generation World Language Standards, the student will develop and practice the following at intermediate and advanced levels throughout this course:

World Languages Modes of Communication

1. Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.
2. Interpretive Reading: The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.

3. Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.
4. Presentational Speaking: The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.
5. Presentational Writing: The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Intercultural Standards

6. Culture: The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.
7. Connections: The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.
8. Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.
9. Communities: The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

REQUIRED MATERIALS

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

- 1) *1 Composition notebook/journal* – for class notes, warm-ups, drill session notes & VIS/Kanji Jiten work
- 2) *Pencils with Erasers or pens*

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.

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 ARE NOT weighted in the FOCUS gradebook, but not the point differences in the assignments that may have a weighted effect on how your grades are calculated:

1. **Classwork**– 5 points for daily participation/assignment or activity (completed every class)
2. **Homework** – 5-10 points per assignment (completed for each class; assigned in the previous lesson)
3. **Projects & Activities** – 5 points per drill (completed as scheduled) or 30-50 points per project (completed as assigned)
4. **Quizzes & Tests** = 50-100 points for tests (completed at the end of each unit); 10-35 points for quizzes (assessed periodically as assigned)

ASSESSMENTS

- 1) **Classwork**: 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, interactive pair/group activities, preparing short dialogues and worksheets.
- 2) **Homework**: 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 IB students, task-oriented 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 WEEK BEYOND THE DATE DUE.** See Make-Up Work Policy for details.

- 3) **Projects & Activities**: Presentational projects, drill sessions, and group interactive activities will be completed in Japanese, as there is greater emphasis on speaking at this level. Here is a brief description of these activities, but specific task descriptions and assessment criteria will be provided for each assignment.

A. **Presentational Projects**: There will be oral assessments periodically that will be evaluated in accordance with IB criteria for assessments. The schedule of presentation and grading criteria/rubrics will be explained in separate handouts. These handouts may be downloaded from Canvas.

B. **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.

C. **Group Interactive Activities**: Students will participate in cultural/situational practice that requires students to work together to complete a culturally specific task.

- 4) **Quizzes & Tests (35%)**: 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; if there is need, ask in Japanese.
- 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 classes after return from the absence; they are expected to work out a time with the instructor to make up tests and quizzes within 1-2 classes 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 of using the Canvas Learning Management System. Since there is a course website, there will be times when you will be asked to search the site for information and resources. I can certainly provide some training in the use of technology for the class, but you may have greater success getting help from a “study buddy.”

Students must have an e-mail address and internet access. If you do not have e-mail or internet access at home, please make me aware of this fact immediately; I have resources I can provide you. During the weekends, you may need to use your local library’s computers. I need to be aware of any lack of access to these essential resources.

The cell phone policy is in accordance with School Board Policy established in 2024. **Cell phones/Smart phones must be turned off/in airplane mode throughout the day, and they must be out of sight during this class time unless otherwise instructed.** Be advised that there may be times when I ask you to use your phone in our classroom setting for Canvas work and in order to type an assignment in Japanese font, but that will be the extent of this need.

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. 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
LEVEL 3 JAPANESE LANGUAGE & CULTURE 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	Intro & Review <u>AIJ1</u> Review <u>BK</u> Ch. 1-7	Introduction to the Course <u>AIJ1</u> Key Concept Review & Geography Review Polite requests, Asking permission, Culture
WEEKS 3 - 5	<u>AIJ2</u> Lesson 1 <u>BK</u> Ch. 8-10	<u>IB Theme: Identities</u> Text Topic: Self-Introductions (Extended) Present progressive, Existence, Location words, Use of <i>mou</i> & <i>mada</i> , dictionary form
WEEKS 5 - 7	<u>AIJ2</u> Lesson 2 <u>BK</u> Ch. 11	<u>IB Theme: Identities</u> Text Topic: 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>*Personal Opinion Presentation</i>
WEEKS 8 - 10	<u>AIJ2</u> Lesson 3 (3 rd ed.-L.4) <u>BK</u> Ch. 12	<u>IB Theme: Experiences</u> Text Topic: Driving Formal vs. Informal, Negative direct verbs, Negative request patterns, Culture: School Buses <i>*Drill Session Practice</i>
WEEKS 11 - 13	<u>AIJ2</u> Lesson 4 <u>BK</u> Ch. 13	<u>IB Theme: Experiences</u> Text Topic: Restaurant Adjective+ <i>sou</i> , Ordering food, “Have to do~” and “Will try to do~” expressions, Culture: foods, chopsticks <i>*Skit Presentation</i>
WEEKS 14 - 16	<u>AIJ2</u> Lesson 5 <u>BK</u> Ch. 14	<u>IB Theme: Identities & Social Organization</u> Text Topic: Wellness Reason+ <i>de</i> , Adjective past tense, Counter+ <i>mo</i> <i>*Drill Session Practice</i>
WEEKS 17 & 18	<u>AIJ2</u> Lesson 6 General Review	<u>IB Theme: Social Organization</u> Text Topic: New Year’s Day/The Holidays; Review “Have done before”; Past-tense direct verbs—affirmative & negative <i>*Nengajou / Activities & Games</i> MIDTERM EXAMINATION

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.

2nd SEMESTER		
WEEKS 1 - 3	<u>AIJ2</u> Lesson 7 <u>BK</u> Ch. 15	<i>IB Theme: Sharing the Planet</i> Text Topic: Part-Time Job Expressions for commercial/work-related items & descriptions; Comparison expressions (Dochira, yori, hodo, ichiban) <i>*Personal Presentation</i>
WEEKS 4 - 6	<u>AIJ2</u> Lesson 8 <u>BK</u> Ch. 16	<i>IB Theme: Social Organization</i> Text Topic: Going to a Game Transitive and Intransitive Verbs; Expressions for game-related events & descriptions <i>*Drill Session Practice</i>
WEEKS 7 - 9	<u>AIJ2</u> Lesson 9 <u>BK</u> Ch. 17	<i>IB Theme: Human Ingenuity</i> Text Topic: Japanese Folk Tale: “Mouse Wedding” More comparisons (yori); “~te + shimaimasu”; “da kara”; Quotations; “I think that ~”; Japanese Folktale Studies <i>*Skit Presentation</i>
WEEKS 10 - 12	<u>AIJ2</u> Lesson 10 <u>BK</u> Ch. 18	<i>IB Theme: Experiences & Social Organization</i> Text Topic: Giving Directions When/if (Dictionary form + to”); Comparing two actions <i>*Drill Session Practice</i>
WEEKS 13 - 14	<u>AIJ2</u> Lesson 11 <u>BK</u> Ch. 19	<i>IB Theme: Human Ingenuity & Sharing the Planet</i> Text Topic: Japanese Cooking “How to do ~”; “Decide on ~”/“It was decided ~”; Adverbial use of Adjectives; “Too much”; Recipe Presentations <i>*Step-by-Step Presentation</i>
WEEKS 16 & 17	<u>AIJ2</u> Lesson 12 <u>BK</u> Ch. 20	<i>IB Theme: Identities & Social Organization</i> Text Topic: Mother’s Day “~ koto/no”; verbs of wearing; representative form “~tari-suru”; “when” expression (~tara); Verbs of giving and receiving <i>*Personal Expression Presentation</i>
WEEK 18	General Review	Review for Final Exam FINAL EXAMINATION