

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 3*. Boston: Cheng & Tsui Company, 2017. \*

Peterson, Hiromi and Naomi Omizo. *Adventures in Japanese 4*. Boston: Cheng & Tsui Company, 2004.\*

Peterson, Hiromi, Naomi Omizo and Junko Ady. *Strive for a 5 – AP Japanese Practice Tests*. Boston: Cheng & Tsui Company, 2009.

Kano, Chieko, et.al., *Basic Kanji Book, Volume 2*. Tokyo: Bonjinsha Co., Ltd., 1990.

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

### COURSE DESCRIPTION

This is the final level of our school's linguistic, communicative and cultural Japanese courses. The purpose of this class is to expand previously acquired skills and to practice using the language in authentic situations. This course provides students with the opportunity to continue developing proficiency in Japanese based on the National Standards five goal areas: communication, cultures, connections, comparisons, and communities. *To this end, the course will be conducted entirely in Japanese.* Students learn the use of language for active communication in both formal and conversational situations. They will receive extensive training in the organization and writing of compositions, review syntax, and study selected works by contemporary authors. Materials will include textbooks, recordings, films, newspapers, magazines and web-based materials.

This class is designed for students who have completed at least levels 1 through 3 in high school. The students will prepare to take both the Advanced Placement Japanese Language & Culture Examination and the IB Language B Standard Level Examination at the end of the year.

### COURSE OBJECTIVES

In accordance with the National World Language Standards (as reflected in those of the New Generation Sunshine State Standards, Common Core Curriculum Standards and the College Board AP Program) as well as International Baccalaureate Guidelines, after successfully completing this course, the student will be able to do the following:

1. *Interpretive*: Understand sentence-length utterances on a variety of topics with which they are familiar and slightly unfamiliar in listening. The content includes basic personal background and needs, social conventions, personal interests and activities, and a wide range of instructions, directions, and speeches. Understand sentence-long written materials such as questions, suggestions, requests, instructions, descriptions, and messages with familiar topics. Grasp the gist of written materials, and understand unfamiliar topics and ideas. Understand e-mail messages, articles, brochures, letters, instructions, and stories.

2. *Interpersonal*: Initiate, sustain, and close simple and basic communicative tasks such as suggestions, invitations, requests, responses, and offers in real life setting such as face to face social interaction, phone conversation, group discussion, etc. Ask and answer questions in a culturally appropriate manner. Engage in simple conversations on a variety of topics. Write short text chats via computer to inform, describe, explain, elaborate, express preference, request, invite, suggest, and justify opinions.

3. *Presentational*: Orally describe and express opinions about Japanese culture, people, and social structure. Give uncomplicated announcements, and narrate stories. Write complete sentences in paragraphs that include beginning, details, and a closure in which to compare, contrast, describe, express opinion, and justify opinion about Japanese culture and related subjects.

#### **Cultures:**

Evaluate and demonstrate understanding of concepts of broader cultural significance such as political and social issues, the government, history, and religion in Japanese culture. Identify and give simple descriptions/explanations in topics of social and personal interest such as music, literature, the arts, and the sciences. Identify, analyze and discuss various patterns of behavior or interaction that commonly occur in Japanese culture such as gift giving, bathing, traveling, etc.

#### **Connections:**

Describe topics and school subjects such as art, history, math, geography and simple science. Comprehend short articles and TV/radio programs on similar topics.

#### **Comparisons:**

Demonstrate an understanding of the special features of Japanese language such as honorifics and loan words through comparison of Japanese and their own language. Understand social and cultural features of Japan by comparing them to their own. Compare and contrast in Japanese two similar topics that relate to their experience or cultural significance.

#### **Communities:**

Participate in events held in local Japanese communities such as the Hatsume Festival at the Morikami Museum and Japanese Gardens. Engage in communication with Japanese students by hosting them as host family and by normal give and take via email and other means of online communication.

### **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 – A textbook cover is highly suggested!*

*1 Composition notebook/journal – for class notes, warm-ups, drill/activity 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

- 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 strongly 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 on the internet. **If purchased, students should bring these items to class with them everyday.**

## 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 **20%** of the grade)
  2. **Homework** - 5-10 points per assignment (completed daily for **20%** of the grade)
  3. **Activities & Projects** - 20-25 points per activity or project (completed daily 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 **35%** of the grade)

## ASSESSMENTS

- 1) **Classwork (20%):** Students will be asked to participate fully in classroom dialogues and assignments. Since one of the major objectives of this course is to develop a higher level of comfort with expressing 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 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; excused absence
- 2) **Homework (20%):** 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 task-oriented essays in their journals. Students will also keep a cultural portfolio in their journals; entries for this may be assigned as homework as well. *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) **Activities & Projects (25%):** These interactive activities and projects will be completed in Japanese, as there is a focus on speaking at this advanced level.
  - A. **Interactive Activities:** Students will participate in discussions and activities in which they are required to converse freely in response to audio and visual stimuli of authentic Japanese material provided by the instructor. These activities are designed to spark student interest in Japanese cultural themes and trends, as well as challenge students to take risks with the language and manipulate it to fit the context. Students will receive scores on the quality of

asked as groups to create review lessons or mini-presentations for their *kohai* classmates. Grading for these lessons would fall under this category.

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 will be explained in separate handouts. These handouts may be downloaded from the class website.

- 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 9-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.

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 are required to be proficient or have a working knowledge in the use of Japanese language word processing and automated researching skills (internet, databases, etc.) Regular practice and training will be provided through computer carts and computer labs at school. Since there is a course website and participate in online exchanges with Japanese students, there will be times when you will use the Internet for online research and for online communication. **More importantly, since the AP Japanese Exam is a computer-based test, you will need to have developed the typing skills necessary to respond using the Japanese language script within a specified time frame.**

Students are **required** to maintain an e-mail address and to seek regular internet access (at least at school). If you do not have e-mail or internet access at home, the media center has computers for your use or stop by Sensei's room to use one of his computers; during the weekends, you can use your local library's computers or a friend's computer. There are many free e-mail services such as Yahoo and Gmail. This is a necessary 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**  
**AP & IB 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.

<b>1<sup>st</sup> SEMESTER</b>		
<b>WEEKS 1 - 2</b>	Review <u>AIJ2</u> L.9-13 <u>BK</u> Ch. 11-20 Review	<b>Introduction to the Course &amp; Review</b> Second half of <u>Adventures in Japanese 2</u> and parts of <u>Basic Kanji Book</u> -Vol. 1 will be comprehensively reviewed
<b>WEEKS 3 - 4</b>	<u>AIJ3</u> Lesson 14 <u>BK</u> Ch. 21	<b>Key Expressions from 3<sup>rd</sup> edition, Lesson 14</b> “How to do ~”; “Decide on ~”/“It was decided ~”; Adverbial use of Adjectives; “Too much”
<b>WEEKS 5 - 6</b>	<u>AIJ3</u> Lesson 15 <u>BK</u> Ch. 22	<b>Key Expressions from 3<sup>rd</sup> edition, Lesson 15</b> “~tari-suru”; “when” expression (~ tara ); Verbs of giving and receiving * <i>Personal Presentation</i>
<b>WEEKS 7 - 8</b>	<u>AIJ3</u> Preliminary Lesson <u>BK</u> -Ch.23 & 24	<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 9 - 11</b>	<u>AIJ3</u> Lesson 1 <u>BK</u> -Ch.25 & 26	<b>Study Abroad</b> Communicating informally with friends and family; advanced self-introductions; using verb modifiers for nouns; High school life * <i>Skit Presentation</i>
<b>WEEKS 12 - 14</b>	<u>AIJ3</u> Lesson 2 <u>BK</u> -Ch.27 & 28	<b>Study of the Japanese Language</b> Self-evaluation of your language skills; describing sequential actions; writing informal letters/emails; providing reasons/explanations for your actions; asking for and giving advice * <i>Skit Presentation</i>
<b>WEEKS 15 - 17</b>	<u>AIJ3</u> Lesson 3 <u>BK</u> -Ch.29 & 30	<b>Japanese Entertainment</b> Discuss matters relating to entertainment, including movies, anime, and television; describe people’s physical attributes and personality traits; explain actions done in chronological order; relate information that you have learned from secondhand sources * <i>Personal Presentation</i>
<b>WEEK 18</b>	General Review	<b>Comprehensive Review</b> <b>MIDTERM EXAMINATION</b>

<b>2<sup>nd</sup> SEMESTER</b>		
<b>WEEKS 1 - 3</b>	<u>AIJ3</u> Lesson 4 <u>BK</u> –Ch.31 & 32	<b>The Japanese Home</b> Describe the various components of a Japanese home; talk about doing actions for a future purpose; talk with a degree of uncertainty about information you are sharing; make hypothetical statements using expressions for “if”
<b>WEEKS 4 - 6</b>	<u>AIJ3</u> Lesson 5 <u>BK</u> –Ch.33 & 34	<b>A Japanese Meal</b> Describe Japanese foods; discuss and appreciate features of traditional Japanese <i>bentou</i> ; state your ideas about what you are thinking of doing; relate what seems to be true for you
<b>WEEKS 7 - 9</b>	<u>AIJ3</u> Lesson 6 <u>BK</u> –Ch.35 & 36	<b>Global Citizen</b> Considering ways to help sustain the environment; talk about natural phenomena that occur in Japan and elsewhere; state that you are unsure of something; use more informal speech styles
<b>WEEKS 8 - 11</b>	<u>AIJ3</u> Lesson 7 <u>BK</u> –Ch.37 & 38	<b>Traveling in Tokyo</b> Navigate your way around Tokyo on major train lines; talk about areas of interest in Tokyo and their attractions; state that you are making a conscious effort to do a certain action; write messages about what you wish or pray for
<b>WEEKS 12 - 14</b>	<u>AIJ3</u> Lesson 8 <u>BK</u> –Ch.39 & 40	<b>Hiroshima, Nagasaki, Okinawa</b> Acknowledge or place blame on a person or thing that resulted in a favorable or unfavorable result; more finely distinguish informal speaking and writing styles; compare two things based on certain similar characteristics or behaviors; appreciate the value of world peace
<b>WEEKS 15 - 16</b>	<u>AIJ</u> 4 Readings <u>Strive</u> Readings <u>BK</u> Ch. 41-45	<b>Thematic Readings &amp; AP/IB Test Preparation</b> Cultural Themes and Test Practice for IB Standard Level Examination in Papers 1 & 2; AP Practice Samples
<b>WEEKS 17 - 18</b>	<u>AIJ</u> 4 Readings <u>BK</u> Overview	<b>Legacy Project Development &amp; Final Exam</b> Application of Linguistic & Cultural Themes from the course