



Deerfield Beach High School
AP & IB JAPANESE 4 -- JAPANESE 4 Honors
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. *

Peterson, Hiromi and Naomi Omizo. *Adventures in Japanese 3*. Boston: Cheng & Tsui Company, 2017. *

Kano, Chieko, et.al., *Basic Kanji Book, Volumes 1 & 2*. Tokyo: Bonjinsha Co., Ltd., 1990.

Japan Foundation. *Erin's Challenge! I Can Speak Japanese. Volumes 1-3*. Tokyo: Bonjinsha Co., Ltd., 2007. *

* The accompanying workbook and 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, AP Classroom resources and authentic, 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 American Council on the Teaching of Foreign Languages (ACTFL) National Standards five goal areas: communication, cultures, connections, comparisons, and communities. *To this end, the course will be conducted primarily 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 different media types and communicating via the interpersonal and presentational modes. 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. AP & IB students will prepare to take either the Advanced Placement Japanese Language & Culture Examination or the IB Language B Standard Level Examination at the end of the year.

COURSE OBJECTIVES

In accordance with the Next Generation World Language Standards, the ACTFL National Standards, the College Board AP Program, and International Baccalaureate Aims and Objectives for Language Acquisition, after successfully completing this course, the student will be able to do the following:

Communication:

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) *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 AP and 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. In addition, students may be asked as groups to create review lessons or mini presentations for their *kohai* classmates. Grading for these lessons would fall under this category.

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. In some cases, they 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 and provide useful background cultural knowledge for IB or AP assessment. Students will earn scores on the quality of their interaction in Japanese.

- 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; 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 4 – Honors, AP & IB JAPANESE LANGUAGE & CULTURE SYLLABUS

The content of the course follows the guidelines set forth in the most recent Advanced Placement and International Baccalaureate curriculum guides.

The AP curriculum includes these themes:	The IB curriculum includes these themes:
<ul style="list-style-type: none"> • Beauty and aesthetics • Science and technology • Personal and public identities • Families and communities • Global challenges • Contemporary life 	<ul style="list-style-type: none"> • Identities • Experiences • Human Ingenuity • Social Organization • Sharing the Planet

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		
*** 1 st Quarter ***		
WEEKS 1 & 2	Intro & Review <u>AIJ1</u> Review <u>BK</u> Ch.11-15 Review	Introduction to the Course <u>AIJ1</u> & <u>2</u> Key Concept Review & Geography Review Polite requests, Asking permission, Summer Holidays and General Culture Review
WEEKS 3 - 5	<u>AIJ2</u> Lesson 7 <u>AIJ3</u> Preliminary Lesson <u>BK</u> Ch.16-18	<i>IB Theme: Identities</i> <i>AP Theme: Personal & Public Identities</i> Text Topic: Part-Time Job / Everyday Communication Expressions for commercial/work-related items & descriptions; Comparison expressions (<i>Dochira, yori, hodo, ichiban</i>); exploring formal vs. informal communication; advanced self- introductions. <i>*Personal Presentation</i>
WEEKS 5 - 7	<u>AIJ2</u> Lesson 8 <u>AIJ3</u> Lesson 1 <u>BK</u> Ch.19	<i>IB Theme: Social Organization</i> <i>AP Theme: Contemporary Life</i> Text Topic: Going to a (Sports) Game / Study Abroad Transitive and Intransitive Verbs; Expressions for game-related events & descriptions; Communicating informally with friends and family; using verb modifiers for nouns. Culture: Student Life, School Activities. <i>*Drill Session Practice</i>
WEEKS 8 - 9	<u>AIJ2</u> Lesson 9 <u>AIJ3</u> Lesson 2 <u>BK</u> Ch.20	<i>IB Theme: Human Ingenuity</i> <i>AP Theme: Beauty & Aesthetics</i> Text Topic: “Mouse Wedding” / Studying Japanese More comparisons (<i>yori</i>); “~te + <i>shimaimasu</i> ”; “ <i>da kara</i> ”; Quotations; “I think that ~”; Self-evaluation of your language skills; describing sequential actions; writing informal letters/emails; providing reasons/explanations for your actions; asking for and giving advice; Culture: Japanese folktale studies. <i>*Skit Presentation</i>

*** 2 nd Quarter ***		
WEEKS 10 - 12	<u>AIJ2</u> Lesson 10 <u>AIJ3</u> Lesson 3 <u>BK</u> Ch.21	<u>IB Theme:</u> Experiences <u>AP Theme:</u> Families & Communities Text Topic: Giving Directions / Entertainment When/if (Dictionary form + to”); Comparing two actions; 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>*Drill Session Practice</i>
WEEKS 13 - 15	<u>AIJ2</u> Lesson 11 <u>AIJ3</u> Lesson 4 <u>BK</u> Ch.22	<u>IB Theme:</u> Human Ingenuity <u>AP Theme:</u> Science & Technology Text Topic: Japanese Cooking / Japanese Home “How to do ~”; “Decide on ~”/”It was decided ~”; Adverbial use of Adjectives; “Too much”; 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” <i>*Step-by-Step Presentation</i>
WEEKS 16 - 18	<u>AIJ2</u> Lessons 6 & 12 + General Review	<u>IB Theme:</u> Social Organization <u>AP Theme:</u> Families & Communities Text Topic: New Year’s/Appreciation; Review “Have done before”; Past-tense direct verbs—affirmative & negative; “~ koto/no”; verbs of wearing; representative form “~tari-suru”; “when” expression (~tara); Verbs of giving and receiving <i>*Nengajou / Activities & Games</i> MIDTERM EXAMINATION

2 nd SEMESTER		
*** 3 rd Quarter ***		
WEEKS 1 - 3	<u>AIJ2</u> Lesson 6 <u>AIJ3</u> Lesson 5 <u>BK</u> Ch.23 & 24	<u>IB Theme:</u> Social Organization <u>AP Theme:</u> Families & Communities Text Topic: New Year’s Day / A Japanese Meal 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 <i>*Personal Presentation</i>
WEEKS 4 - 6	<u>AIJ3</u> Lesson 6 <u>BK</u> Ch.25 & 26	<u>IB Theme:</u> Sharing the Planet <u>AP Theme:</u> Global Challenges Text Topic: Global Citizen 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 <i>*Public Presentation Media</i>

WEEKS 7 - 9	<u>AIJ3</u> Lesson 7 BK Ch.27 & 28	<i>IB Theme: Experiences & Human Ingenuity</i> <i>AP Theme: Science & Technology</i> <u>AIJ3</u>: Traveling in Tokyo 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
March, Before Spring Break	Review Materials	IB Internal Assessment: Oral Interview
*** 4th Quarter ***		
WEEKS 10 - 12	<u>AIJ3</u> Lesson 8 BK Ch.30-32	<i>IB Theme: Sharing the Planet</i> <i>AP Theme: Global Challenges</i> <u>AIJ3</u>: Hiroshima, Nagasaki, Okinawa 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 <i>*Skit Presentation</i>
WEEKS 13 - 16	<u>AIJ 4</u> Readings <u>Strive</u> Readings <u>BK</u> Practice	Thematic Readings & AP/IB Test Preparation Cultural Themes and Test Practice for IB Standard Level Examination in Papers 1 & 2; AP Practice Samples
Early May	Review Materials	AP & IB Exam Dates
WEEKS 17 - 18	All Texts	Legacy Project Development & Final Exam Application of Linguistic & Cultural Themes from the course