

Japanese 1B (Upper School) Syllabus

INSTRUCTOR INFORMATION

Please go to your course to access detailed instructor information.

CONTACT INFORMATION

Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response at that time, please reach out again just in case I did not get your message.

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including Google Docs. Learners must be equipped with a means to capture images, and mobile phones are a suitable option.

COURSE DESCRIPTION

Japanese 1B is an introductory Japanese language course that follows Tam on her journey traveling through Japan using the interactive [NHK Easy Japanese Conversation Lessons](#) curriculum. The course provides engaging content and assignments focused on building a solid foundation in the three pillars of learning Japanese: comprehension, speaking, and writing. Throughout the course, learners will study the basics of Japanese, including the primary writing system, katakana. Learners will also become familiar with common expressions, greetings, and essential grammar structures. By the end of the course, learners will be able to hold simple conversations, ask questions, and exchange basic information with others.

COURSE GOALS

1. The goal for the comprehension in this course is to introduce learners to the fundamental principles and structures of the Japanese language. This includes understanding basic sentence formation, verb conjugations, noun and adjective usage, and other essential grammatical elements. The aim is to enable students to construct simple sentences.
2. The goal for the speaking in this course is to help learners develop basic conversational skills in Japanese. This involves practicing pronunciation, learning common greetings, expressions, and phrases used in everyday communication. The aim is to build the students' confidence in speaking and

listening to the language, enabling them to engage in simple dialogues, ask and answer questions, and express their thoughts on familiar topics.

3. The goal for the writing in this course is to teach learners how to read and write the entire set of katakana characters accurately and fluently. The course aims to help learners recognize and memorize all 46 katakana characters and their corresponding sounds and comprehend basic texts written in katakana.

STANDARDS MET

This course meets [World Languages Standards for California Public Schools](#). Specific standards met for each assignment are listed with the assignment in the course itself.

REQUIRED TEXTS

All materials are available online in the course. Access to the internet is required. Also, please refer to the RESOURCES/MATERIALS USED IN THIS COURSE section below.

COURSE OUTLINE

- Block 1: Introduction
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 2: Expressing impressions and explaining things – Part 1
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 3: Saying what you want to do
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 4: Saying what you want to try
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 5: Telling the taxi driver your destination
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)

- Writing Assignment (Write hiragana characters)
- Block 6: Expressing impressions and explaining things – Part 2
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 7: Midterm Project
 - Perform research on manners and etiquette in Japan and present their findings through a slide presentation, a poster, a video, or an essay in English
- Block 8: Telling people what you're doing now
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 9: Expressing impressions of what you've experienced
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 10: Saying what you want to buy
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 11: Asking someone not to put something in your food
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 12: Describing where you are
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 13: Inviting someone to do something together
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 14 & 15: Final Project
 - Create a slide presentation on manners and etiquette in Japan and present it with narration in Japanese

RESOURCES/MATERIALS USED IN THIS COURSE

- Block 1: Introduction
 - Video: Particles
 - Slide Presentation: Particles
 - Article: Katakana
- Block 2: Expressing impressions and explaining things – Part 1
 - Website: Easy Japanese
 - Video: Expressing impressions and explaining things -- Part 1
 - Slide Presentation: Expressing impressions and explaining things -- Part 1
 - Video: Basic Japanese Adjectives Part 1
 - Video: Basic Japanese Adjectives Part 2
 - Video: How to Write Katakana a, i, u, e, o
 - Video: Katakana Long Vowels and the Pronunciation
- Block 3: Saying what you want to do
 - Website: Easy Japanese
 - Video: Saying What You Want To Do and What You Don't Want To Do
 - Slide Presentation: Saying What You Want To Do and What You Don't Want To Do
 - Video: I want to/ I don't want to in Japanese
 - Video: How to Write Katakana ka, ki, ku, ke, ko
- Block 4: Saying what you want to try
 - Website: Easy Japanese
 - Video: Saying What You Want To Try
 - Slide Presentation: Saying What You Want To Try
 - Video: How to Write Katakana sa, shi, su, se, so
 - Video: Japanese Snow Monkey Hot Spring Experience Nagano
 - Video: What is Te form and How to Conjugate It?
- Block 5: Telling the taxi driver your destination
 - Website: Easy Japanese
 - Video: How to Make a Request in Japanese
 - Slide Presentation: How to Tell the Taxi Driver Your Destination
 - Video: Ask a Japanese Teacher! Onegaishimasu or kudasai?
 - Video: Ultimate Japanese Particle Guide "Made"
 - Video: How to Write Katakana ta, chi, tsu, te, to
- Block 6: Expressing impressions and explaining things – Part 2
 - Website: Easy Japanese
 - Video: More Examples of Na-adjective + Noun
 - Slide Presentation: More Examples of Na-adjective + Noun
 - Video: How to Write Katakana na, ni, nu, ne, no

- Video: Na-Adjectives in Japanese!
- Block 7: Midterm Project
 - Learners are responsible for preparing the materials for their project independently
- Block 8: Telling people what you're doing now
 - Website: Easy Japanese
 - Video: Telling People What You Are Doing Now (Part 1)
 - Video: Telling People What You Are Doing Now (Part 2)
 - Slide Presentation: Telling People What You Are Doing Now
 - Video: Te-imasu (Action in Progress)
 - Video: How to Write Katakana ha, hi, fu, he, ho
- Block 9: Expressing impressions of what you've experienced
 - Website: Easy Japanese
 - Video: Expressing Impressions of What You've Experienced
 - Slide Presentation: Expressing Impressions of What You've Experienced
 - Video: Learning Japanese for Beginners Past Tense I-Adjectives
 - Video: How to Write Katakana ma, mi, mu, me, mo
- Block 10: Saying what you want to buy
 - Website: Easy Japanese
 - Video: Saying What You Want To Buy
 - Slide Presentation: Saying What You Want To Buy
 - Article: The Meaning of '-N Desu' in Japanese
 - Video: How to Write Katakana ya, yu, yo
- Block 11: Asking someone not to put something in your food
 - Website: Easy Japanese
 - Video: Asking someone not to do something
 - Slide Presentation: Asking someone not to do something
 - Video: Don't do in Japanese
 - Video: What is NAI FORM of verbs? and how to conjugate them!-ない Form
 - Video: How to Write Katakana ra, ri, ru, re, ro
- Block 12: Describing where you are
 - Website: Easy Japanese
 - Video: Describing Where You Are
 - Slide Presentation: Describing Where You Are
 - Video: Japanese Verbs Arimasu and Imasu
 - Video: POSITIONS in Japanese
 - Video: How to Write Katakana wa, wo, n

- Block 13: Inviting someone to do something together
 - Website: Easy Japanese
 - Video: Inviting Someone To Do Something Together
 - Slide Presentation: Inviting Someone To Do Something Together
 - Video: Katakana Double Consonants - How to Read & Write Them
 - Video: Katakana Long Vowels - How to Read/Write Them
 - Video: Katakana Contracted Sounds - How to Read & Write Them
 - Video: How to Write & Use Katakana Small Vowels, Special Letters
- Block 14 & 15: Final Project
 - Learners are responsible for preparing the materials for their project independently

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Each BLOCK in a course is worth about 1 week of work during the regular semester. You can find our suggested pacing guide at ileadonline.org under 'CALENDARS'. It is highly recommended that learners follow the pacing schedule posted. Please be sure to check in with your teacher of record (coach/EF/Guide/ES) for guidance with scheduling.

This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

Learners are expected to participate in the course via email, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work. Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time. Learners are expected to communicate with their instructor and each other in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications.** If you are emailing or messaging your instructor or each other, please be sure they know who you are and what class you're in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chat room settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.
5. **Respect others' voices and be kind.** We all come from different backgrounds and have our own stories. Assume the best of each other and always be kind in your communication.
6. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
7. **Practice Patience.** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book. An overall grade in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS

All work must be submitted to Brightspace, our learning management system. This is very important for record keeping and compliance. You have access to directions on how to do this in the 'Course Resources' folder of this class and in your

Orientation class. If you need any help submitting work, please reach out to your instructor and we will make time to ensure that you're able to turn in work to Brightspace.

HONESTY AND PLAGIARISM

Academic Integrity is essential to authentic learning. We want you to get the most out of your courses, and a BIG part of that is learning how to:

1. Come up with your own ideas
2. Use technology (like AI and other online resources) to inform your original ideas
3. Research in ways that help you develop your thoughts
4. Give credit where credit is due
5. Explore and use tools (like AI, citation generators, etc.) that help you grow as a person and a learner

Please review [this resource](#) for more information on plagiarism and [this guide for choosing, using and citing resources](#).

Our goal is to support you so that you can learn in a meaningful, authentic way. Any plagiarized work (this includes work generated solely by AI) will be given a zero and referred to your EF/COACH/GUIDE for review. From there we will work with you to support you as best we can.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author.