

Japanese 3A (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 3A is an intermediate Japanese language course that explores various grammar concepts, the use of colloquial expressions, and Japanese culture. This course is designed for learners who have already acquired basic skills in the Japanese language and wish to deepen their understanding of both the language and the culture. The course aims to enhance learners' linguistic abilities through extensive comprehension, speaking, and writing exercises while exploring various aspects of Japanese culture.

COURSE GOALS

1. The goal for the comprehension in this course is to help learners achieve a high level of proficiency and mastery in understanding and using complex grammatical structures and linguistic nuances of the Japanese language. This includes grasping advanced sentence formations, intricate verb conjugations, varied noun and adjective usages, and other sophisticated grammatical elements.
2. The goal for the speaking in this course is to help learners develop strong oral communication skills that enable them to engage in complex and meaningful conversations with native speakers and other advanced learners. Learners should aim to achieve fluency, naturalness, and a high level of comprehension when speaking in various social and cultural contexts.

3. The goal for the writing in this course is to help learners achieve a high level of proficiency in correctly writing a wide range of kanji characters. Learners should focus not only on cultivating precise stroke order, proper balance, and aesthetic quality but also on comprehending the meanings and multiple readings of each kanji character.

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: Formal vs. Informal
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 2: Informal Speech
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 3: Planets
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 4: Existence
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 5: Hobbies
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 6: Animals

- Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 7: Midterm Project
 - Explore a part of Japanese holidays and celebrations and present their findings through a slide presentation, a poster, a video, or an essay in English
- Block 8: Meals
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 9: Foods and Tastes
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 10: Restaurants
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 11: Shopping
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 12: Bento
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 13: Cooking
 - Comprehension Assignment (Engage in comprehension exercises)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Write hiragana characters)
- Block 14 & 15: Final Project
 - Create a cooking video in Japanese

RESOURCES/MATERIALS USED IN THIS COURSE

- Block 1: Formal vs. Informal
 - Video: Informal Speech
 - Slide Presentation: Informal Speech

- Article: The Ultimate Guide to Learning to Speak Formal and Informal Japanese for Beginners
 - Video: Formal, Informal Japanese
 - Video: Formal or Informal Japanese?
 - Video: Wood Radical
 - Video: Woman Radical
- Block 2: Informal Speech
 - Video: Informal Japanese vs Formal Japanese: Do you know the difference?
 - Video: INFORMAL Verb Conjugations
- Block 3: Planets
 - Video: Making comparisons
 - Slide Presentation: Making comparisons
 - Video: Japanese Vocabulary Quiz - Planet
 - Video: Making Comparisons 1
 - Video: Making Comparisons 2
- Block 4: Existence
 - Vocabulary Sheet: There is X
 - Video: There is X Part 1
 - Video: There is X Part 2
 - Slide Presentation: There is/are X
 - Video: What's in Japan?
 - Article: Using arimasu and imasu to Express Existence in Japanese
- Block 5: Hobbies
 - Video: Hobbies
 - Slide Presentation: Hobbies
 - Article: Japanese Hobbies and Sports Vocabulary
 - Video: Hobby vocabularies and phrases in Japanese
 - Video: How to say "I like doing..." in Japanese
- Block 6: Animals
 - Video: What can animals do?
 - Slide Presentation: What can animals do?
 - Vocabulary List: Animal names in Japanese
 - Grammar Sheet: What animals can do
 - Video: 30 animals you must know!
 - Video: Kachikachi-yama
 - Video: Amazing Snow Monkey Show in Nagano Japan
 - Video: The talking parakeet
 - Video: How to say I can /I can't / I could / I couldn't

- Block 7: Midterm Project
 - Learners are responsible for preparing the materials for their project independently
- Block 8: Meals
 - Video: Meals
 - Slide presentation: Meals
 - Article: Itadakimasu and Gochisousama
 - Video: 5 minutes on ITADAKIMASU - The Art of Receiving
 - Video: Gochisousama!
 - Video: FOOD vocabulary in Japanese
- Block 9: Foods and Tastes
 - Video: Foods and Tastes
 - Slide Presentation: Foods and Tastes
 - Video: Japanese traditional food
 - Video: Taste and Seasoning Vocabulary
 - Video: How to use “-koto ni shimasu”
- Block 10: Restaurants
 - Video: Counters 1
 - Video: Counters 2
 - Slide Presentation: Counters
 - Video: Learn Japanese Counters - Tsu
 - Video: 10 Must know Japanese Counters
- Block 11: Shopping
 - Video: Grocery Shopping
 - Slide Presentation: Grocery Shopping
 - Video: Video: Waku Waku Japanese Language Lesson 41 At the Supermarket
 - Video: MUST-KNOW SHOPPING Phrases in JAPANESE
 - Video: Japanese questions words
- Block 12: Bento
 - Video: Bento
 - Slide Presentation: Bento
 - Article: Kids Web Japan - Bento
 - Video: How To Make Onigiri Rice Triangles
 - Video: Bento Flashcards
 - Video: 6 Easy 20-Minute Japanese Lunch Box Recipes
- Block 13: Cooking
 - Video: Cooking 1
 - Video: Cooking 2

- Slide Presentation: Cooking
- Video: Cooking Verbs in Japanese
- Video: 30 Kitchen Tools You Must Know!
- 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.