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**Room 209**

**IB JAPANESE 11**

**COURSE OUTLINE 2023-2024**

**Course Themes Chronologically**

* Identities アイデンティティー　**９月―１１月**
* social organization　しゃかいそしき・ **１１月―１月**
* experiences　けいけん　**２月―４月**
* human ingenuity　にんげんのちぼう・人間の　　**４月―５月**
* sharing the planet　ちきゅうのきょどう・の　**５月―６月**

**Main Resources：**

Adventures in Japanese 2 and 3

Japanese Original Stories

Audio from text and online sources

Videos

Native speakers

**Aims: (IB Syllabus)**

* develop students’ intercultural understanding
* to use language studied a range of contexts and purposes
* appreciation of different perspectives from different cultures
* develop awareness of language in relation to other areas of knowledge
* develop cultural awareness
* develop a basis for further study, work and leisure through additional language
* provide an opportunity for enjoyment, creativity and intellectual stimulation through the knowledge of an additional language

*What is conceptual understanding?*

Conceptual understanding in Japanese is the understanding of the purpose and function of language and culture, specifically related to Japan/Japanese. Tackling “conceptual understanding” is an exercise in metacognition that we will undertake over the course of the year. Students who have a strong conceptual understanding will be able to demonstrate their understanding of:

* Audience: Students understand that language should be appropriate for the person(s) with whom one is communicating.
* Context: Students understand that language should be appropriate to the situation in which one is communicating.
* Purpose: Students understand that language should be appropriate to achieve a desired intention, goal or result when communicating
* Meaning: Students understand that language is used in a range of ways to communicate a message.
* Variation: Students understand that differences exist within a given language, and that speakers of a given language are generally able to understand each other.

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| **Approaches to Learning** | | **BC - Core Competencies** | |
| **Communication** | Communication Skills   * Through interaction * Through language | **Communication** | Connect and engage with others  Acquire (research), interpret and present  Explain, recount and reflect |
| **Research** | Information Literacy Skills  Media Literacy Skills |
| **Collaboration** | Work together to pursue common purposes and goals |
| **Social** | Collaboration Skills |
| **Social Awareness and Responsibility** | Contributing to community/environment  Problem solving  Valuing diversity  Building relationships |
| **Self-Management** | Organization Skills  Affective Skills   * Manage your own state of mind   Reflection Skills |
| **Personal Awareness and Responsibility** | Self-determination  Self –regulation  Well-being |
| **Positive Personal and Cultural Identity** | Relationships and cultural contexts  Personal strengths, abilities, values and choices |
| **Thinking** | Critical Thinking Skills  Creative Thinking Skills  Transfer   * Skills and knowledge across different disciplines and subject groups | **Creative Thinking** | Novelty and value  Generating ideas  Developing ideas |
| **Critical and Reflective Thinking** | Analyze and critique  Question and investigate  Develop and design |

**Assessment:**

This will be done on an ongoing basis.

* Tests
* In class participation
* Homework completion
* Skits
* Response to stimulus
* Evidence of student ownership of learning
* Education Perfect app

**HOUSE KEEPING:**

Students are expected to come to class prepared (homework done, implements ready, ready to participate in all activities).

It is up to the individual student to be punctual and give active input during class. Lateness and lack of effort will not be tolerated.

Remember, you are an IB language learner, and must exhibit the qualities of one.

DAILY REQUIREMENTS:

* Binder
* Pens-blue OR black, and red. All tests are written in pen. Please NO erasable pens.
* Lined paper that fits a standard binder. NO EXCEPTIONS.
* Texts and workbooks
* Completed homework



**IB Criteria**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Language* | | *Message* | | *Conceptual Understanding* | | |
| 0 | The work does not reach a standard described by the descriptors below. | 0 | The work does not reach a standard described by the descriptors below. | 0 | The work does not reach a standard described by the descriptors below. |
| 1–3 | **Command of the language is limited.**  Vocabulary is sometimes appropriate to the task.  Basic grammatical structures are used.  Language contains errors in basic structures. Errors interfere with communication. | 1–3 | **The task is partially fulfilled.**  Few ideas are relevant to the task.  Ideas are stated, but with no development.  Ideas are not clearly presented and do not follow a logical structure, making the message  difficult to determine. | 1-2 | **Conceptual understanding is limited.**  The choice of text type is generally inappropriate to the context, purpose or audience.  The register and tone are inappropriate to the context, purpose and audience of the task.  The response incorporates limited recognizable conventions of the chosen text type. |
| 4–6 | **Command of the language is partially effective.**  Vocabulary is appropriate to the task.  Some basic grammatical structures are used, with some attempts to use more complex  structures.  Language is mostly accurate for basic structures, but errors occur in more complex  structures. Errors at times interfere with communication. | 4–6 | **The task is generally fulfilled.**  Some ideas are relevant to the task.  Ideas are outlined, but are not fully developed.  Ideas are generally clearly presented and the response is generally structured in a logical  manner, leading to a mostly successful delivery of the message. | 3-4 | **Conceptual understanding is mostly demonstrated.**  The choice of text type is generally appropriate to the context, purpose and audience.  The register and tone, while occasionally appropriate to the context, purpose and  audience of the task, fluctuate throughout the response.  The response incorporates some conventions of the chosen text type. |
| 7–9 | **Command of the language is effective and mostly accurate.**  Vocabulary is appropriate to the task, and varied.  A variety of basic and more complex grammatical structures is used.  Language is mostly accurate. Occasional errors in basic and in complex grammatical  structures do not interfere with communication. | 7–9 | **The task is fulfilled.**  Most ideas are relevant to the task.  Ideas are developed well, with some detail and examples.  Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message. | 5-6 | **Conceptual understanding is fully demonstrated.**  The choice of text type is appropriate to the context, purpose and audience.  The register and tone are appropriate to the context, purpose and audience of the task.  The response fully incorporates the conventions of the chosen text type. |
| 10–12 | **Command of the language is mostly accurate and very effective.**  Vocabulary is appropriate to the task, and varied, including the use of idiomatic  expressions.  A variety of basic and more complex grammatical structures is used effectively.  Language is mostly accurate. Minor errors in more complex grammatical structures do not  interfere with communication. | 10–12 | **The task is fulfilled effectively.**  Ideas are relevant to the task.  Ideas are fully developed, providing details and relevant examples.  Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message. |