



Dear Obama Parents and Guardians,

2016-2017 School Year

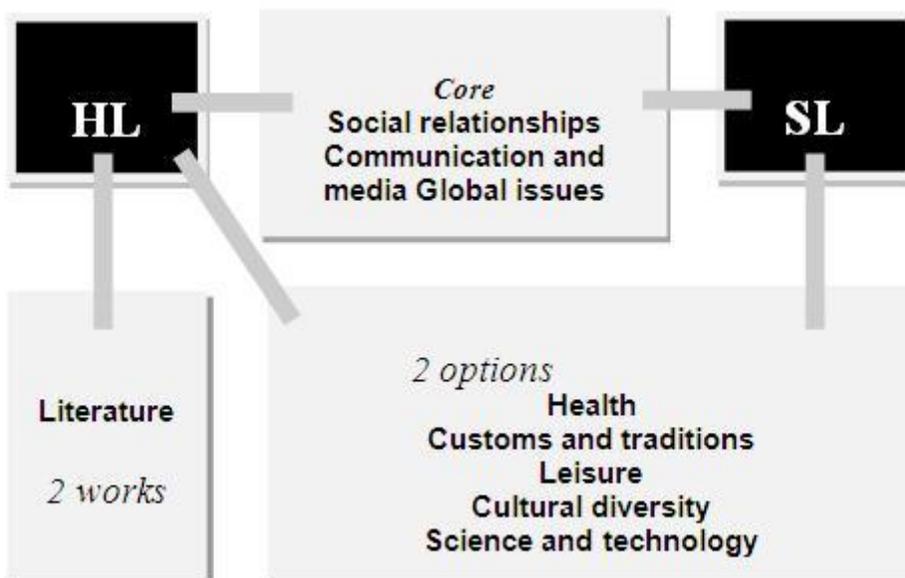
Hello and welcome to all families of students studying Japanese. My name is Mr. Casilli or Casilli Sensei and I will be teaching all high school students enrolled in Japanese 11 and 12 IBDP. The Japanese Diploma Program curriculum has a strong emphasis on inquiry-based learning and critical thinking skills across all subject areas. This is a chance for Japanese language learning to expand beyond performance and proficiency. In other words: It's not just what you know — it's how you know it.

To support this goal, there are 6 primary assessment objectives for students continuing in IBDP Japanese. They are:

1. To communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. To use language appropriate to a range of interpersonal and/or cultural contexts
3. To understand and use language to express and respond to a range of ideas with accuracy and fluency
4. To organize ideas on a range of topics, in a clear, coherent and convincing manner
5. To understand, analyze and respond to a range of written and spoken texts
6. To understand and use works of literature written in the target language of study.

These 6 objectives not only promote an understanding of the culture of Japan, but also promote the ability to cope with the day to day demands and everyday social interactions of life in Japan.

I. Course Outline:





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This is a 2 year course and will be broken down into the following components:

The core—with topics common to both levels—is divided into **three** areas and is a required area of study.

- Communication and media
- Global issues
- Social relationships

Topic	Possible Area of Study	Secondary Area of Study
Communication and media	Japanese Cell Phones	Media Sensationalism
Global issues	Energy Reserves	Poverty in Japan
Social relationships	Gender Bias	Social Structures

In addition, for both Standard Level (SL) and Higher Level (HL), I will select **two** from the following **five** options.

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Topic	Possible Area of Study	Secondary Area of Study
Cultural Diversity	Population Diversity	Subcultures
Customs and Traditions	Hanami	Fashion
Health	Obesity	Diet and Exercise
Leisure	Games	Hobbies
Science and Technology	Renewable Energy	Entertainment

Also, at HL, students will read **two** works of literature. To that end, courses will be conducted almost entirely in Japanese. Students will work towards the following types of 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.

The IB publishes a list of *kanji* required for the Japanese B course. There are 600 *kanji* listed for HL and 400 for SL, which students should be able to recognize and understand by the end of the course. In terms of the students' own production of Japanese, the list is not prescriptive, although it is expected that they will use a range of appropriate *kanji* in their writing.

II. Materials:

- ✚ Notebook (Single subject preferred, pocket folder for handouts)
The daily notebook must include the completed warm-up for each lesson.
Students will earn points daily for each completed warm-up, 5pts each, 25pts weekly.
- ✚ Writing utensil
- ✚ Handouts and/or flashcards given in class
- ✚ Textbook

III. Assessment in Language B DP:

This course uses the IBDP rubrics and PPS District Standards to assess the student's learning in four areas:

- 1) **Oral proficiency**: How effectively can students use the language individually and/or group presentations and conversations
- 2) **Written production** which includes conveying a message given a specific text type such as an article, blog, or speech
- 3) **Reading comprehension** which involves reading for comprehension in a variety of text types
- 4) **Listening skills** demonstrating comprehension from the instructor, classmates, authentic news clips and interviews, and songs. More specifically, the rubrics require that the students:

- Communicate information, ideas, and opinions clearly
- Understand and appropriately use grammar structures and vocabulary
- Provide and request information in both the spoken and written forms
- Engage actively in oral production using comprehensible pronunciation and intonation
- Take part in formal and informal exchanges related to cultural international issues



IV. Grading:

- ✚ Classwork – 20% (Warm-ups, Japanese character practice, independent work, teacher directed activities, vocabulary practice, etc.)
- ✚ Written Assessments (tests, quizzes, essays, hiragana, katakana, kanji writing assignments, IB test practice, etc.) – 30%
- ✚ Homework – 10%
- ✚ Oral Class Participation– 20% (speaking Japanese with the teacher, responding appropriately, partner work, asking questions, showing comprehension of classroom commands, everyday conversation, warm-ups, etc.)
- ✚ Speaking and Listening Assessments – 20% (presentations, some translation including English to Japanese and Japanese to English, debates, class conversations, etc.)
- ✚ No opportunities for extra credit exist.

V. Homework:

Learning a foreign language requires constant review and practice. Homework is an important part of this process because it:

- ✚ Reinforces material taught in class
- ✚ Prepares students for upcoming lessons and full class participation.
- ✚ Helps students develop self-discipline and organizational skills.
- ✚ Homework for Japanese IBDP will take on many forms. Sometimes it will be oral test preparation, kanji practice, text reading, kana review, vocabulary review, online practice or other type of assignment, but there will be a nightly review of the lesson taught during the day.
- ✚ Papers to be collected will be done so at the beginning of class. Students have a one day late without penalty courtesy on all assignments. Assignments will lose 10% of their value each day after that. After 1 week, assignments will be marked at 50%. Students will receive a grade of 0 for assignments that are not handed in.
- ✚ Again, no opportunities for extra credit exist.
- ✚ Online dictionaries and translation devices can, at times, be useful. However, using any more than 3 words together from a translator often loses accuracy. Therefore, it is expected that students will use electronic aids for word level only and create their own sentences.

VI. Classroom Expectations:

- ✚ We are a team and we will conduct ourselves professionally, maturely, appropriately, respectfully, and purposefully at all times.
- ✚ Students are not permitted to leave the classroom without an agenda book.



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- ✚ 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 their interaction in Japanese based on the IB assessment criteria.
- ✚ Be on time to class with your materials and homework completed.
- ✚ As part of Japanese school culture, students do not chew gum in school. You will lose points if you come to class chewing gum.

VII. Communication:

Email is the most expedient method for contacting me. My address is lcasilli1@pghboe.net or you can call me at 412.529.6377, and I will return your call within 24 hours.

Thank you for taking the time to read this letter. I am truly looking forward to an unparalleled year in achievement and success.

Warm regards,

Leonard Casilli
Teacher of Japanese



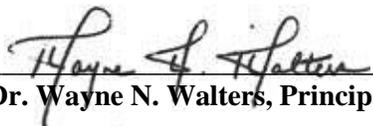
PLEASE READ AND RETURN THIS PORTION

Teacher name	Mr. Leonard Casilli
Phone	412.721.1916 or 412.529.5980
Email	lcasilli1@pghboe.net
Student name	
Parent/Guardian name	
Parent/Guardian phone	
Parent email	

I have read and discussed this handout with my child and we understand the requirements for this class.

Student signature _____ Date ____/____/2016

Parent/Guardian signature _____ Date ____/____/2016

Approved:  _____
(Dr. Wayne N. Walters, Principal)

