



Northwestern Middle School
Subject: Japanese 1 (7th grade)
Syllabus 2016-2017



1. **Teacher:** Seiko Onuki
2. **Textbook:** Obento Deluxe
3. **Standards:**
 - a. Communication – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.
 - b. Culture – Students will learn about target culture products, practices and perspectives.
 - c. Connections – Students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts.
 - d. Comparisons – Students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.
 - e. Communities – Students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment.
4. **Course Description:** Japanese 1 is a **HIGH SCHOOL level course**. The course is designed to teach elements of the Japanese language and culture. The students will complete high school assessments and will take a midterm and a final exam. Through short dialogues using everyday vocabulary, students will begin to speak, read, write, and understand conversational Japanese. Students will be engaged in a variety of activities to foster a better understanding of the language and the culture. Students will be accustomed to the instruction in the Japanese language. By the end of level one, target proficiencies in listening, speaking, and writing is Novice-Mid, which according to the NCSSFL/ACTFL Benchmarks states, that students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized. In reading however, students may be at Novice-Low, which is defined as, having the ability to recognize a few letters or characters and identify a few memorized words and phrases. As students continue in their course of study in the language their level of proficiency increases.
5. **Course Outline:**

First Semester	Second Semester
Unit 6: Food Reading & Writing Katakana	Unit 8: Hobbies Reading & Writing Katakana
Unit 7: Calendar & Weather Reading & Writing Katakana	Unit 9: Place, Event, & Transportation Reading & Writing Katakana
	Unit 10: Daily Activities Reading & Writing Katakana

6. Teacher/Parent Communication:

Teacher will send out weekly email blasts on Fridays
Email – is the most efficient way to contact teachers
Conferences – may be scheduled based on each student’s needs
Interim Report Cards – come home every 4 1/2 weeks
Home Access Center – please check frequently for your child’s progress

Ms. Onuki’s email: onukis@fultonschools.org

Please ensure you are also registered for the Home Access Center (HAC) so you can view your child’s grades.
Teachers will post grades in HAC within 2 weeks of test dates or project/assignment due dates.

7. Grading:

Category	Grading Percentage	Description
PBA (Performance Based Assessment)	30%	Speaking and Writing test (3 speaking and 1 writing per semester)
Major Assessments	25%	Tests and Projects
Minor Assessments	15%	Quizzes
Summative Assessments	15%	Midterm and Final Exams
Classwork	10%	Computer/language lab activities and other classwork
Homework	5%	At home assignments

Assessments:

- o Unit tests
- o Performance Based Assessments (Speaking/Writing test-rubric attached)
- o Major Assessments will take place about once a month
- o Pop Quizzes

Projects: Will be assigned at teacher’s discretion; announced in class and posted on each teacher’s website.

Class work: Students will be given daily and are expected to complete all classwork assignments. At the discretion of the teacher, some classwork may be assigned for homework. Work send home for completion must be handed in on date specified by teacher. Late work will be accepted for 50% of the grade within the week assigned.

Homework: Students should be reviewing material covered in class every evening in addition some homework may be assigned to reinforce vocabulary and/or grammar. Late work will be accepted for 50% of the grade within the week assigned.

Fulton County Grading Scale:

- A: 100-90
- B: 89-80
- C: 79-70
- F: 69 and below

8. **Recovery Policy:**

Students that wish to participate in the recovery process should engage in a remediation activity in order to recover an *eligible assessment or major assignment**. **If a student scores 79% or less on a major assessment/assignment, they are eligible to request recovery.** After a student requests recovery and engages in the remediation activity, **he or she may earn up to 80% on the recovery assessment/assignment.** If the recovery grade earned is higher than the initial grade, it will replace the initial grade in the gradebook, but will not exceed 80%.

Furthermore, all recovery opportunities expire ten days before the end of each semester for semester and year-long classes.

- a. PBAs/Major Tests are eligible for recovery
- b. Recovery must be initiated by student
- c. Only students who receive a 79% or below on a PBA/Major test are eligible
- d. Those students must complete the following steps in the remediation process;
 - i. Complete recovery work assignment by teacher
 - ii. Students must attend a study session to review the recovery assignment
- e. If the recovery grade earned is higher than the initial grade, it will be replace the initial grade in the gradebook, but will not exceed 80%.

9. **Requirements to Continue in World Language:**

Students must pass for the year in order to advance to the next language level

10. **Help Sessions:**

Teacher	Day	Room	Time
Onuki	Thursday	716	4:05 – 5:00 PM

11. **Study Guide Policy:**

Students at Northwestern Middle School will be provided a study guide to use when studying for their assessments. This study guide will include key vocabulary and essential questions to be answered. This guide will be given at least a week prior to the test and answers will be provided in class and online.

12. **Absence Make-Up Procedures (FCBOE Policy JBD):**

Upon returning to school following an absence, it is the student’s responsibility to contact the teachers to request make-up work. Make-up work must be completed by the student within the time specified by the teacher. At NMS, students will be given the same amount of time to make up the work as the student was absent unless other arrangements are mutually agreed upon. The student will receive the actual grade on the make-up work if the absence was “excused.”

13. **Major/Minor Assessments Not Turned In:**

For late work (unrelated to excused absences):

- a. Projects: 2 points reduction per day for late assessments for a maximum of 10 points deducted.

14. **Academic Dishonesty:**

Fulton County Board of Education has always expected its students to practice academic honesty. Adopted March 1998, the Student Academic Integrity policy states: The Board of Education regards academic honesty as a cornerstone of its educational mission. Cheating will not be tolerated in this school system. Examples of cheating include, but are not limited to; copying or “borrowing” from another sources and giving it as one’s own work; seeking or giving unauthorized assistance on tests or assignments; altering or forging grades, grade books, progress reports, report cards, or academic records and using substantially identical work in more than one course without the instructor’s prior approval. Any plagiarism or other violation of Northwestern’s Academic Honesty Policy will be document and result in a grade of a zero.

PBA Rubric (based on FC & AP rubrics)

Description	HIGH demonstrates excellence	MID-HIGH demonstrates command	MID demonstrates competence	MID-LOW suggests lack of competence	LOW demonstrates lack of competence	Does not merit a 1
Score	5	4	3	2	1	0
Task Completion and Topic Development	Fully addresses and completes the task with enriched and relevant detail. Very well organized. Exceeds with ease the expected length requirements.	Appropriately addresses and completes most of the task with relevant detail. Well-organized. Meets the expected length requirements with ease.	Addresses and completes most of the task; most details are relevant. Organized. Meets the approximate length requirements but response may be forced.	Partially addresses and completes the task. Not entirely relevant. Inadequate organization. Response is somewhat shorter than the expected length and/or contains little substance.	Does not complete the task. Mostly irrelevant. Disorganized. Response is much shorter than the expected length and/or contains almost no substance.	
Vocabulary and Cultural References	Uses more specialized vocabulary and culturally authentic idiomatic expressions. Accurate social and/or cultural references included.	Uses variety of relevant vocabulary, no repetition. Generally accurate social and/or cultural references included.	Uses variety of relevant vocabulary, may include some repetition. Generally accurate social and/or cultural references included.	Uses some irrelevant vocabulary, repetitive. Somewhat dependent on native language. Inaccurate social and/or cultural references may be included.	Uses some irrelevant vocabulary, repetitive. Highly dependent on native language. Inaccurate social and/or cultural references included.	
Language Use	Creative use of language. Control of complex structures (i.e. those structures currently being evaluated); very few errors with no patterns.	Use of complex structures (i.e. those structures currently being evaluated); may contain more than a few errors.	Control of simple structures with few errors; may use complex structures with little or no control (i.e. those structures currently being evaluated).	Limited control of simple structures with errors.	Frequent errors in use of structures.	
Comprehensibility	High level of fluency. Conveys intended meaning with minimal interpretation by non-sympathetic listener/reader.	Very good fluency. Conveys intended meaning with minimal interpretation by sympathetic listener/reader.	Good fluency with occasional hesitance; some self-correction. Conveys intended meaning with some interpretation by sympathetic listener/reader.	Labored expression; minimal fluency. Intended meaning is sometimes lost despite some interpretation by sympathetic listener/reader.	Little to no fluency. Intended meaning is often lost despite some interpretation by sympathetic listener/reader.	

20 – 100%
19 – 97%
18 – 94%
17 – 91%

16 – 88%
15 – 86%
14 – 84%
13 – 81%

12 – 78%
11 – 76%
10 – 74%
9 – 71%

8 – 68%
7 – 66%
6 – 64%
5 – 61%

4 – 58%
3 – 56%
2 – 54%
1 – 51%

PLAGIARISM POLICY

Academic honesty is very important at Northwestern Middle School. It is the responsibility of both the student and parent to be aware of what constitutes plagiarism consequences.

Examples of Plagiarism and Cheating

- ✗ Falsifying laboratory data (both copying and creating it)
- ✗ Copying others words, ideas, thoughts and images
- ✗ Modifying an image when the assignment requires original work
- ✗ Paraphrasing and summarizing without citing the source
- ✗ Providing another student with your work, even if you do not know they are going to use it as their own (includes sharing homework answers)
- ✗ Providing others with quiz/test answers either before, during, or after the quiz/test

How to prevent plagiarism

- ✓ Words/ideas: cite sources for information that is quoted, summarized, and paraphrased.
- ✓ Images: cite source of image.
- ✓ If an assignment calls for original images, this means they must be created from scratch and not taken/traced from books, magazines, Internet, etc.
- ✓ Original work is also not a modification of images from books, magazines, Internet, etc.
- ✓ Do not wait until the last minute to complete your work.
- ✓ If you are unsure if you are plagiarizing, please consult your teacher.
- ✓ Grade entered will be a zero until the new assignment is received.

All plagiarizing will result in the following:

1. Parents will be notified
2. Students will re-do the assignment or an alternative assignment
3. Possible administrative referral

Student Name (Print): _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parent Email: _____

**Please return this form to your WORLD LANGUAGE teacher.
Keep the syllabus for future reference.**

Student Signature: _____

Parent Signature: _____

Parent E-mail Address: _____