



A. Y. Jackson S. S.
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LKJDU1 Japanese Grade 12, University

General Course Information

Prerequisite:	LKJCU1
Department:	French and International Languages
Extra Help:	By appointment with teacher
Textbook and Replacement Cost:	Japanese Language & People / Japanese for Busy People (photocopies)
Material Required:	3-Ring binder, Notebook, Writing utensils
Course Fee:	None

Course Description

This course is designed to complement the study of Japanese language and culture that was initiated with course LKJBD1 and continued with LKJCU1. By the beginning of this course, students should have sufficient skill in using all aspects of the Japanese language and culture in order to communicate efficiently at a moderate skill level. A comprehensive review of previous knowledge is provided before proceeding to new material. Independent study and work is stressed at this level, although interaction with peers to augment realistic language usage and practice is also stressed. Students will also learn to use their skills in peer tutoring of junior-level Japanese course students where appropriate, acquire more advanced concepts regarding Japanese culture, and thoroughly practice all language skills.

The course is organized into 4 strands:

- Oral Communication – Speaking
- Oral Communication - Listening
- Writing
- Reading

A detailed list of the course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang.html>

Assessment and Evaluation

To promote student success, ongoing assessment and feedback will be given regularly to the students. A variety of assessment and evaluation strategies will be used in this course, including oral presentations, quizzes, unit tests, interviews, etc. Expectations will be evaluated based on the provincial curriculum expectations and the achievement levels outlined in the ministry document.

Expectations are organized into four categories of knowledge and skills. The categories are as follows:

Knowledge and Understanding
Thinking
Communication
Application

Each student's final mark will be in the form of a percentage grade based on their achievement in the 4 strands indicated on the next page. The breakdown of the final mark is as follows:

Term Evaluation	70%
Final Evaluation	30%

The final evaluation will be completed during the final 6 weeks of the course and may include a variety of summative activities including an exam, a presentation, a seminar, or some other form of writing assignment.

In addition to students' performance in the achievement categories, students will also be assessed on their performance in the following learning skills:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

For specific policies on assessment and evaluation, and academic honesty, please refer to *School Procedures* in the



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student agenda.

Assessment and Evaluation, Continued

Oral Communication - Speaking	25%
Oral Communication - Listening	25%
Writing	25%
Reading	25%

Each student's final mark will be in the form of a percentage grade based on their achievement in the 4 strands indicated above. The breakdown of the final mark is as follows:

Term Evaluation	70%
Final Evaluation	30%

Major Assignments

Major term evaluations may include:

- Term Tests
- Group culture/dialogue exercises
- Oral assessments
- Translation exercises
- Creative writing assignments
- Reading comprehension assignments

The final evaluation for this course will include:

- Culminating Activity (15%)
- Oral Communication/Reading/Writing Evaluation Exam (15%)

Department Policies

Late Assignments

Students must communicate with the teacher **in advance** if they anticipate that an assignment will be late. Different situations will require specific decisions based on professional judgment. Late assignments will not be accepted after the assignment has been taken up in class or the marked assignment has been returned.

Missed Evaluations

A student who misses an evaluation must submit, upon return to class, a parental/guardian note or a doctor's note detailing the reason for the absence. The student may have the opportunity to demonstrate their proficiency of learning expectations at a later date, at the teacher's discretion. This may or may not be in the same format as the original evaluation. The teacher will determine the time and form in which the evaluation will take place.