

AP Japanese Language and Culture Syllabus

Class Profile

The AP Japanese Language and Culture class is an annual, 1-credit elective course. Each class meets for 90 minutes every other day for approximately 36 weeks. However, the AP Japanese Language and Culture Exam is about three weeks prior to the end of school, and the final week of each semester will be reserved for midterm and final exams, respectively. The total instructional time will be approximately 31 weeks.

Course Prerequisites

Japanese I, II, III

Course Skills & Learning Objectives

The purpose of this course is to prepare students to take the Advanced Placement Language & Culture Examination given each spring, for which placement and/or credit may be awarded at the college level, if the qualifying score is obtained. This course provides students with the opportunity to continue developing proficiency in Japanese based on ACTFL's *World Readiness Standards for Learning Languages*, which focuses on student development in three modes of communication. Throughout the course, students demonstrate their abilities in the **interpretive mode** by engaging with written, print, visual, audiovisual, and audio texts; in the **interpersonal mode** by speaking with and writing for others; and in the **presentational mode** by speaking to and writing for an audience.

Based on the following 8 skill categories, learning objectives identify what students should know and be able to do across the three modes of communication. So, by the end of this course, students will be able to apply the following skills in these modes of communication within a variety of theme-based contexts.

Interpretive Mode of Communication (4 skill categories):

Skill Category #1 – *Comprehend Text: Comprehend written, audiovisual, and visual text (text and pictures).*

1.A Describe the literal meaning of the text. Students will be able to identify the main idea (1.A.1), identify supporting/relevant details (1.A.2), and sequence information in narrative form (1.A.3).

Skill Category #2 – *Make Connections: Make cultural and interdisciplinary connections.*

2.A Make connections among cultural and interdisciplinary information provided in texts. Students will be able to determine or infer the meaning of a text using provided cultural and/or interdisciplinary information (2.A.1), explain how information from a text connects or relates to the target culture or interdisciplinary phenomena (2.A.2), and describe content and connections among cultural and interdisciplinary topics (2.A.3).

Skill Category #3 – *Interpret Text: Interpret the content of written or audio text (words).*

3.A Interpret the distinguishing features of a text. Students will be able to identify the intended audience (3.A.1), identify the purpose (3.A.2), and identify and/or describe the point(s) of view, perspective(s), tone, or attitude (3.A.3).

3.B Interpret the meaning of a text. Students will be able to explain the moral or theme (3.B.1), and infer implied meanings through context (3.B.2).

Skill Category #4 – *Make Meanings: Make meanings from words and expressions.*

4.A Determine the meaning of familiar and unfamiliar words. Students will be able to determine the meaning of a variety of vocabulary [note: this is not assessed on the AP exam] (4.A.1), and deduce meaning of unfamiliar words (4.A.2).

4.B Use words appropriate for a given context. Students will be able to use a variety of vocabulary in written and spoken communication (4.B.1), and explain or use idiomatic and culturally authentic expressions (4.B.2).

Interpersonal Mode of Communication (2 skill categories):

Skill Category #5 – *Speak to Others: Communicate interpersonally by speaking with others.*

5.A Understand and apply appropriate communication strategies in interpersonal speaking. Students will be able to initiate, maintain, and close spoken exchanges (5.A.1), comprehend an interlocutor’s message in spoken exchanges (5.A.2), provide and obtain relevant information in spoken exchanges (5.A.3), use an appropriate register and greeting for the intended target culture audience in spoken exchanges (5.A.4), use pronunciation and pitch that are comprehensible when interacting with speakers of the target language in spoken exchanges (5.A.5), use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges (5.A.6), and use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges (5.A.7).

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. Students will be able to use a variety of grammar and syntax in spoken exchanges (5.B.1), use transitional expressions and cohesive devices in spoken exchanges (5.B.2), comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges (5.B.3), and monitor language production; recognize errors and attempt self-correction in spoken exchanges (5.B.4).

Skill Category #6 – *Write to Others: Communicate interpersonally by writing to others.*

6.A Understand and apply appropriate communication strategies in interpersonal writing. Students will be able to initiate, maintain, and close written exchanges (6.A.1), provide and obtain relevant information in written exchanges (6.A.2), provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges (6.A.3), use a variety of grammar and syntax in written exchanges (6.A.4), use register appropriate for the intended target culture audience in written exchanges (6.A.5), and use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges (6.A.6).

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing. Students will be able to use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges (6.B.1), comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges (6.B.2), use standard conventions of written language (e.g., orthography, punctuation) in written exchanges (6.B.3), and monitor language production; recognize errors and attempt self-correction in written exchanges [note: this is not assessed on the AP exam] (6.B.4).

6.C Understand and apply appropriate writing systems in interpersonal writing. Students will be able to use appropriate writing systems (hiragana, katakana, kanji) in interpersonal communication (6.C.1), use handwriting to communicate in written exchanges [note: this is not assessed on the AP exam] (6.C.2), and use keyboarding to communicate in written exchanges (6.C.3).

Presentational Mode of Communication (2 skill categories):

Skill Category #7 – Present Orally: Communicate through spoken presentations.

7.A Plan and research an issue or topic for presentational speaking. Students will be able to use a process to plan spoken presentations [note: this is not assessed on the AP exam] (7.A.1), and use research strategies to gather information and evidence for inclusion in spoken presentations [note: this is not assessed on the AP exam] (7.A.2).

7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. Students will be able to produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion (7.B.1), use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations (7.B.2), use pronunciation and pitch in spoken presentations that are comprehensible to speakers of the target language (7.B.3), use effective intonation patterns, pacing, and delivery in spoken presentations (7.B.4), use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations (7.B.5).

7.C Use appropriate language and vocabulary for the intended audience in presentational speaking. Students will be able to use a variety of grammar and syntax in spoken presentations (7.C.1), produce simple, compound, and complex sentences in a variety of time frames in spoken presentations (7.C.2), and monitor language production; recognize errors and attempt self-correction in spoken presentations (7.C.3).

7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. Students will be able to explain ideas and opinions in spoken presentations (7.D.1), and identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations (7.D.2).

Skill Category #8 – Present in Writing: Communicate through written presentations.

8.A Plan and research an issue or topic for presentational writing. Students will be able to use a process to plan written presentations [note: this is not assessed on the AP exam] (8.A.1), and use research strategies to gather information and evidence for inclusion in written presentations [note: this is not assessed on the AP exam] (8.A.2).

8.B Use appropriate writing strategies to communicate an idea in presentational writing. Students will be able to produce written presentations in the appropriate register with an introduction, development of topic, and conclusion (8.B.1), and use communication strategies such as circumlocution and paraphrasing to maintain written presentations (8.B.2).

8.C Understand and apply appropriate and varied syntactical expressions in presentational writing. Students will be able to use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations (8.C.1), use a variety of grammar and syntax in written presentations (8.C.2), produce simple, compound, and complex sentences in a variety of time frames in written presentations (8.C.3), use standard conventions of the written language (e.g., orthography, punctuation) in written presentations (8.C.4), and monitor language production; recognize errors and attempt self-correction in written presentations [note: this is not assessed on the AP exam] (8.C.5).

8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations. Students will be able to explain ideas and opinions in written presentations (8.D.1), and compare features of the target language culture (including products, practices, and perspectives) (8.D.2).

8.E Understand and apply appropriate writing systems in presentational writing. Students will be able to use appropriate writing systems (hiragana, katakana, kanji) in written presentations (8.E.1), use handwriting to communicate in written presentations [note: this is not assessed on the AP exam] (8.E.2), and use keyboarding to communicate in written presentations (8.E.3).

Course Description & Themes

The course will be conducted entirely in Japanese. To provide context and content for students to develop their skills in the modes of communication, the course takes a thematic approach. There are six course themes:

Families and Communities
Personal and Public Identities
Beauty and Aesthetics
Science and Technology
Contemporary Life
Global Challenges

Within each of these themes, there are five to seven recommended contexts. The course is organized thematically into six units. Each unit targets a primary theme but also connects to additional recommended contexts for those themes. Teaching to multiple themes in every unit will reinforce previously learned material, as the themes are revisited through a variety of lenses throughout the course. This allows students to experience the study of language and culture in a variety of authentic and engaging ways.

Students will learn the use of language in these themes and contexts for active communication in both conversational and formal situations. They will receive extensive

training in the organization and writing of compositions, review syntax, and study Japanese authentic materials drawn from a wide range of sources. Materials used in the course will include textbooks, recordings, films, newspapers, magazines and web-based resources.

Assessment

Students are evaluated in theme-based curriculum units by using a variety of formative and summative assessments that encourage the development of the above described skills to achieve the stated learning objectives.

To this end, the course will utilize the AP Classroom website resource provided by College Board. Students will monitor their skill development and areas for improvement based on the Personal Progress Check function, in and out of classroom time, in addition to organized classroom activities and assignments provided by the instructor.

A list of common class activities for assessment are included below. Evaluation criteria for each class assessment will be provided before the beginning the assignment to help students monitor their progress. Students will also frequently evaluate their own participation and use of language in classroom group discussions with a checklist questionnaire that provides students with a greater familiarity with the AP Scoring Rubrics for each kind of task. Students will assess each other's assignments at times in this course. When they do, they will use a rating scale that was established cooperatively with the class, but the scale will be based on achievement of the skill categories noted in the Course Objectives section of this syllabus; the instructor will provide guidance for creating this rating scale. There are four projects, one each quarter, and peer review assignments associated with these projects.

There are eight exams in total: one midterm exam, one final exam and six unit exams. Midterm and Final exams are given during exam week at the end of each semester, as scheduled by the school district. The unit exams are given at the end of each unit as a summative assessment. Each exam includes listening, reading, writing, and speaking components to assess all three modes of communication within the context of the unit's cultural theme. In addition to the class activities described in this syllabus, a short quiz on kanji and vocabulary will be given twice a week as part of the series of formative assessments to monitor student progress.

Grading Policy

Each quarter, student grades will be calculated according to these grade category weights.

Quarter Grading Category	Weight (%)
Attendance and Classroom Participation	10%
Classroom Activities (regular assignments listed below)	15%
Classroom Quizzes (unit vocabulary/kanji)	15%
Homework (some listed below) / AP Personal Progress Check Completions	15%
Quarter Project (research presentations & peer review)	20%
Unit Exams	25%

*The midterm and final exam scores will be factored not as part of the quarter grade, but as a semester grade, weighted as 20% along with the two quarter grades (40% each). Each exam score is automatically applied by the school district to determine your credit earning and grade point average.

Course Planner

This year-long course has two semesters, broken into two quarters each, and it starts in mid-August and ends in early June of each year. The assigned textbooks used for this course are *Adventures in Japanese - Volume 4*, *Basic Kanji Book - Volume 2*, and *Dekiru! An AP Japanese Preparation Course*. While these texts will be used as standard reference materials to guide learning through the themed units, a variety of authentic Japanese print media and online resources will also be used throughout the course to support attainment of learning objectives. Students will be expected complete all regularly assigned activities and homework, monitor their skill progress online using the AP Personal Progress Check function on the AP Classroom website, and achieve passing scores on all quizzes and unit exams.

Additionally, the course includes four theme-relevant projects, one per quarter, that will require the students to complete in-depth research, create a presentational writing or speaking presentation (e.g. extended essay, speech, debate), then engage in an interpersonal, interactive class activity (e.g. discussion, game) to further engage classmates on the presentation subject. Quarter 1 project will further explore Unit 1 or 2; Quarter 2 project will further explore Unit 3 or 4; Quarter 3 project will further explore Unit 4 or 5; Quarter 4 project will further explore Unit 5 or 6. The choice of unit for each student will be determined by the instructor; the choice of presentation topic and format will be determined by the student, not to exceed two writing presentations or two speaking presentations for the four projects in total.

Student Activities

In addition to the quarter projects, students engage in the following regular activities throughout the year. This is not an exclusive list; formative activities will be developed as needed to encouragement development of receptive and productive skills.

1. Writing Journal (Presentational Writing practice)

The objectives for this assessment are to express themselves with as much complexity as they can provide, to apply and use vocabulary terms and expressions from everyday life, and to reflect on significant language learning successes. Each entry should be approximately 150 characters long. The journals will be read and commented on by the teacher in order to reflect on their language learning and communication strategies. Lexical and grammatical accuracy will not be graded. The completion of the task will count towards the grade as part of homework.

2. Pair Work (Interpersonal Speaking practice)

Throughout the school year, students will have discussions with classmates in class, and will interview classmates or even members of the Japanese speaking community. The completion of the task will count towards the grade as part of class participation.

3. Role Play (Interpersonal and Presentational Speaking practice)

The vocabulary, grammar and expressions learned in class and in previous Japanese courses are used. Students groups will present dialogues by creating their own skit and one student will paraphrase the summary of the skit. The evaluation of the presentation will be based on fluency, accuracy and appropriateness to the themes of the unit.

4. Short Presentations (Interpersonal and Presentational Speaking practice)

Each class period, one student will give a three-minute presentation in show and tell format followed by a question/answer period (limited to no more than 5 minutes). They will share their ideas on a variety of topics of interest with their classmates including, but not limited to, perspectives on pop culture, news topics, and personal experiences. The presentation will be evaluated based on fluency and accuracy of expression and effectiveness of audio/visual media use.

5. Computer Lab/Laptop Cart Work (Interpretive Listening and Reading, Interpersonal and Presentational Writing practice)

This lab work will be completed at least once a week. The students will research, read, and practice keyboarding skills using computers to write in Japanese. They will also use various authentic Japanese web sites that show news segments, documentaries, TV shows and the like to practice listening comprehension skills. After each listening assignment a worksheet to complete will be provided for checking their comprehension. Students will be assigned a 300 to 500-character essay related to cultural topic that is related to this activity. They will also practice interpretive reading skills (with a katakana and kanji focus) using various websites.

6. Email Exchange (Interpersonal Writing practice)

The students will engage in exchanging emails with Japanese students in Japan through the Kizuna Across Cultures Global Classmates Program. Usually, the instructors of the matched schools will determine the topics for discussion in advance during the summer, but there are two or more weeks when students will be asked to decide the topic of conversation. These conversations will take place using the Schoology Learning Management System and will be carefully monitored in and out of the classroom for regular contributions from each student. Some of this work will be done during lab time (See #5 above), but students will be asked to post or comment on posts for homework.

7. Reading Activities (Interpretive Reading, Interpersonal Speaking and Writing, Presentational Writing practice)

After pre-reading activities, students will read various Japanese folktales and stories that are included in the course's primary textbook, *Adventures in Japanese, Volume 4* or in supplementary materials. After the reading, students will discuss the story either in class

or through the class forum/discussion board on Schoology. They may also create a group skit based on the story or write their own version of a similar story to present to the class.

8. Listening Activities (Interpretive Listening, Interpersonal Speaking practice)

Students will watch a variety of videos such as movies, Japanese TV dramas, Japanese commercials, documentaries, etc. Working in pairs, they will complete a pre-activity worksheet and a post-activity worksheet. Both worksheets should assist students in better comprehension of the material.

9. Web Search Activities & Project Development (Interpretive Listening & Reading, Interpersonal Speaking and Presentational Writing practice)

Students are assigned to research various themes using Internet. With a partner, students read the websites written in both English and Japanese and answer the questions on the worksheet as a guide for the research. They will write their findings in Japanese. At times, working in cooperative group, they will make a PowerPoint presentation in Japanese that includes graphic organizers (e.g. Venn diagrams, graphs, and charts) as a visual aid to practice visual interpretation of infographics and to facilitate classmate interaction.

A possible extension of this activity may include the development of the student's quarter project from the topic of this web search.

UNIT 1: Families in Different Societies (Weeks 1~5)

In this unit, students will explore the following **essential questions**:

- What constitutes a family in Japanese societies?
- What are some important aspects of family values and family life in Japanese societies?
- What challenges do families face in today's world?

In this unit, students will consider some of the following **thematic contexts**:

- **Families & Communities** – Family Structure/Roles, Social Customs, Traditions, and Values, Social Networking
- **Personal and Public Identities** – National & Ethnic Identities, Personal Interests, Self-Image and the Role of the Individual in Society
- **Contemporary Life** – Lifestyles and Pop Culture, Education and Careers, Travel, Transportation, and Tourism
- **Global Challenges** – Environmental Issues, Obtaining, Managing & Protecting Resources, Economic Trends

In accordance with these themes, **course modes and task models** of this unit will utilize the resources provided on the AP Classroom website and may include the following:

- **Mode: Audio/Audiovisual Interpretive Communication**
Task Models: *Voice messages* and voicemail from family members to other family members; *radio cultural documentaries* that discuss cultural practices,

- evolving family structure, family leisure time activities; *school debates* that explore opinions on raising children, multi-generational family structures, having siblings, or raising pets; *instructions* from family members on how to do certain things, like gift-giving and wrapping, and what to do in a variety of everyday circumstances; and *radio news broadcasts* on family events covered in the newspaper or a “family day” hosted by a locality.
- **Mode: Written Interpretive Communication**
Task Models: *Letters* to a host family, from a student to their family, or even essays related to family life; *step-by-step instructions* on how to make instant food or tea, on how to make a craft (i.e. origami) for a special event (Father’s Day), or on rules for kids home alone; *short stories* on family life in Japan, like *otoshidama*, essays on family ties, or personal stories about the author’s experience with families.
 - **Mode: Spoken Interpersonal Communication**
Task Model: *Conversations* for everyday situations, especially in school settings, discussions on communication with parents, videos about family structures, and articles on family trends that spark conversations.
 - **Mode: Written Interpersonal Communication**
Task Model: *Text chats* between parents and children, discussions on popular souvenir gifts given by Japanese and American people, exchanges involving plans for going out between family members, and written conversations about the “ideal” family.
 - **Mode: Spoken Presentational Communication**
Task Model: *Cultural perspective presentations* on Japanese annual events and family, on how Japanese food connects families, and on how the structure of the Japanese family is changing.
 - **Mode: Written Presentational Communication**
Task Model: *Compare & contrast articles* on single child versus multiple sibling households, on survey results informing when and how families choose to get together, and on opinions regarding screen-time restrictions for children.

UNIT 2: The Influence of Language and Culture on Identity (Weeks 6~10)

In this unit, students will explore the following **essential questions**:

- How does one’s identity evolve over time?
- How does language shape our cultural identity?
- How does technology influence development of personal and public identity?
How does the art of a community reflect its public identity?

In this unit, students will consider some of the following **thematic contexts**:

- **Personal and Public Identities** – Personal Beliefs, Gender Roles, National Figures and Pop Culture Icons

- **Beauty and Aesthetics** – Perspectives of Beauty in Japanese Culture, Architecture, Literature
- **Contemporary Life** – Entertainment, Sports, Nutrition, and Food Culture
- **Science and Technology** – Health and Wellness, Access to Technology, Science and Ethics

In accordance with these themes, **course modes and task models** of this unit will utilize the resources provided on the AP Classroom website and may include the following:

- **Mode: Audio/Audiovisual Interpretive Communication**
Task Models: *Radio news broadcasts* regarding a new school that hopes to educate future world leaders or a high school seminar on international understanding; *cultural presentations* on Bon-odori of Himejima, on the cultural celebratory event “Clap! Clap! “Tejime”, or on the idea of “loving others to love yourself” (individual versus group mentality); *public announcements* about a factory visit, a music event, a JLPT boot camp, and sports; *uncontextualized dialogues* that discuss a birthday present for a friend, ask for advice in a given circumstance, and relate to common activities, like a local tour of Kyoto.
- **Mode: Written Interpretive Communication**
Task Models: *Travel brochures* of various locations in Japanese prefectures, like Miyagi, Tottori, and Gifu or cruise to Hokkaido; *journalistic article* on the National High School Baseball Game; *step-by-step instructions* on creating a Microsoft user account, on visiting a Shinto shrine, on creating a web forum in Google, on how to write a poem or how to maintain a healthy mind; *e-mail inbox* message exchanges discussing favorite jeans, future dreams, and opinions on the use of smartphones.
- **Mode: Spoken Interpersonal Communication**
Task Model: *Conversations* regarding changes in language use (casual versus formal speech), as determined by different contexts, i.e. business.
- **Mode: Written Interpersonal Communication**
Task Model: *Text chats* between people who explicitly identify with specific identities, e.g. feminists and Brazilian Japanese immigrants, and conversations between people about how they define their own identity through expression, with fashion or choice of language.
- **Mode: Spoken Presentational Communication**
Task Model: *Cultural perspective presentations* on *omotenashi*, on service and hospitality in Japan versus the U.S., and on the wellness of living a clean and tidy life.
- **Mode: Written Presentational Communication**
Task Model: *Compare & contrast articles* on high school student’s attitudes toward school uniforms and dressing in general, on learning a foreign language, and on how one should spend their leisure time.

UNIT 3: Influences of Beauty and Art (Weeks 11~15)

In this unit, students will explore the following **essential questions**:

- How do ideals of beauty and aesthetics influence daily life?
- How does art both challenge and reflect cultural perspectives?
- How do communities value beauty and art?
- How is art used to record history?

In this unit, students will consider some of the following **thematic contexts**:

- **Beauty and Aesthetics** – Arts and Music, Visual and Performing Arts, Fashion and Design
- **Personal and Public Identities** – National and Ethnic Identities, Alienation and Assimilation, Heroes and Historical Figures
- **Contemporary Life** – Lifestyles and Pop Culture, Holidays, and Celebrations
- **Families and Communities** – Social Customs, Traditions, and Values, Citizenship, Social Welfare

In accordance with these themes, **course modes and task models** of this unit will utilize the resources provided on the AP Classroom website and may include the following:

- **Mode: Audio/Audiovisual Interpretive Communication**
Task Models: *Voice messages* regarding information on a Tohoku summer festival, a performance featuring traditional Japanese musical instruments, Kamikawa-cho in Hyogo prefecture, a high school art forum, and a high school chair design contest; *radio cultural documentaries* about Taki Sakura, Hachinohe sightseeing, Tetsudo illuminated train in Chiba, Japanese food, unique Japanese candy, and a scenic beach in Kyoto; *radio news broadcasts* that review a ukiyo-e exhibition at a museum in Boston, an interesting art camp, and a news segment on the Akita Kanto Festival; *school debates* on the advantages of integrating the arts into your life, the pros and cons of watching movies, and the pros and cons of wooden house construction; *instructions* on how to conduct the traditional tea ceremony, on how to do *chiyo-gami*, on how to wrap a *furoshiki*, or on how to make Japanese sweets; *cultural presentations* on Manekineko, *bunraku*, *jikabuki*, the world's largest fireworks, *maiko* hospitality and kimono.
- **Mode: Written Interpretive Communication**
Task Models: *Letters* from an artist's perspective, a thank you for a tea ceremony experience, heart-warming stories from everyday life, and a teacher's letter to a high school student; *short stories* that discuss the power of the arts in people's lives.
- **Mode: Spoken Interpersonal Communication**
Task Model: *Conversations* regarding music in people's lives and cultural exhibitions that present a variety of different kinds of arts that people can explore and enjoy, both traditional and modern.

- **Mode: Written Interpersonal Communication**
Task Model: *Text chats* between people who discuss ideas on inner beauty, why Japanese people like taking photos, *kawaii* culture, and the differences between the daily activities of a high school student and those of an office worker.
- **Mode: Spoken Presentational Communication**
Task Model: *Cultural perspective presentations* on the Japanese philosophy of beauty, *ikebana* flower arranging, and *ukiyo-e* visual art.
- **Mode: Written Presentational Communication**
Task Model: *Compare & contrast articles* on watching movies versus watching plays, on photography versus painting, on photography versus video, on traditional Japanese food culture, and on art programs in Japanese schools versus in the United States.

UNIT 4: How Science and Technology Affect Our Lives (Weeks 16~20)

In this unit, students will explore the following **essential questions**:

- What factors drive innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- What are the social consequences of scientific or technological advancements?

In this unit, students will consider some of the following **thematic contexts**:

- **Science and Technology** – Effects of Technology on Self and Society, Climates and the Physical World
- **Global Challenges** – Population and Demographics, Access to Food and Water
- **Contemporary Life** – Travel, Transportation and Tourism, Entertainment, Sports and Leisure, Lifestyles and Pop Culture
- **Personal and Public Identities** – Nationalism, Patriotism, Global Identity and Responsibility

In accordance with these themes, **course modes and task models** of this unit will utilize the resources provided on the AP Classroom website and may include the following:

- **Mode: Audio/Audiovisual Interpretive Communication**
Task Models: *Pre-recorded messages* that explain the functions of a message service, details regarding the Nishitsu system, and information on hours of operation of a business; *radio broadcasts* on a national science contest, robot science education, and artificial intelligence; *uncontextualized dialogues* that discuss successful communication in Japanese, making accessories with solar power, the use of cell phones, interviews with historic figures like Takashi Yanase, or interviews with athletes regarding sports science; *cultural presentations* on projection mapping, Japanese robots, and perspectives on how to create new,

- innovative ideas in the sciences and technology; **public announcements** regarding community computer classes, LEGO Mindstorms at Yamanashi University, and Japan's Maglev train technology.
- **Mode: Written Interpretive Communication**
Task Models: *Travel brochures* of various locations in Japanese prefectures, like Yamanashi, Iwate, Gifu and Hokkaido; *e-mail inbox* message exchanges discussing high school students' computer skills, parents' opinions on wanting children to have an interest in STEM disciplines, students' opinions listening to music while studying; *journalistic articles* on game development at Kyushu University, on innovations in working as a telecommuter, on the TV industry in Tokyo, on public awareness of "smartphone dependence", and on products from Bic Camera.
 - **Mode: Spoken Interpersonal Communication**
Task Model: *Conversations* regarding choosing an appropriate PC for one's needs, shopping on the Internet, identifying interesting features and behaviors of Sony's Aibo, the robot dog.
 - **Mode: Written Interpersonal Communication**
Task Model: *Text chats* between people discussing survey results on subjects like high school students' use of SNS or attitudes towards science, general perspectives on smartphone dependence, and thoughts regarding a Science Olympiad for high school students.
 - **Mode: Spoken Presentational Communication**
Task Model: *Cultural perspective presentations* on the world of robots, Japan's high-speed rail system, and the variety of vending machines in Japan.
 - **Mode: Written Presentational Communication**
Task Model: *Compare & contrast articles* on the pros and cons of using a laptop computer, on the pros and cons of using electronic books, on using Facebook, Twitter, or Instagram, and on varying perspectives regarding smartphone dependence.

UNIT 5: Factors That Impact the Quality of Life (Weeks 21~25)

In this unit, students will explore the following **essential questions**:

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one live impact the quality of life?
- What influences one's interpretation and perceptions of the quality of life?

In this unit, students will consider some of the following **thematic contexts**:

- **Contemporary Life** – Education and Careers, Lifestyles, Volunteerism, Relationships
- **Global Challenges** – Philosophical Thought and Religion, Social Conscience, Population and Demographics
- **Science and Technology** – Health and Wellness, Natural Phenomena

- **Beauty and Aesthetics** – Defining Beauty, Defining Creativity, Fashion and Design

In accordance with these themes, **course modes and task models** of this unit will utilize the resources provided on the AP Classroom website and may include the following:

- **Mode: Audio/Audiovisual Interpretive Communication**
Task Models: *Radio cultural documentaries* regarding high school student challenges, trendsetting in Tokyo, school excursions, winter traditions in Nagano, living in Tokyo’s Akihabara electronics district, and those who live in Tanegashima (rocket launch site); *instructions* on how to use the gym, visiting a bread factory, as part of a school announcement, on how to use chopsticks, on how to cut a pineapple, and on how to peel tomato skins; *cultural presentations* about diversity, the cultural intent and importance of gift wrapping, communicating words, and children with Edward’s syndrome (Trisomy 18); *school debates* on the pros and cons of club activities, on the pros and cons of younger generation’s slang, on casual clothes versus school uniforms, on the pros and cons of allowing Brazilian students to show off body piercings, and on the pros and cons of allowing visitors into a museum; radio news broadcasts about Japanese pharmacies, a soccer coach’s motivational video, high school students’ research on communication skills, and youth perspectives on Starbucks coffee shops.
- **Mode: Written Interpretive Communication**
Task Models: *Letters* of appreciation or those that request a favor and letters from students, letters to a host family, to a parent, or between siblings; *short stories* that convey messages about love, a prized possession, a mother’s *bento*, a lesson learned and uniquely expressing oneself.
- **Mode: Spoken Interpersonal Communication**
Task Model: *Conversations* in a doctor’s office for a physical check-up, about the future dreams or attitudes toward school of young Japanese people as they compare to American youth, about a “never give up” or “we’re all in this together” attitude in Japanese pop culture, and about varying lifestyles in Japan.
- **Mode: Written Interpersonal Communication**
Task Model: *Text chats* between people who are discussing various classes at school, how to stay healthy, how to spend their leisure time, their opinions about war and peace and what it is to live high-quality life.
- **Mode: Spoken Presentational Communication**
Task Model: *Cultural perspective presentations* on sending gifts, life in a Japanese house, cramming for school and exams in Japan, ascetic religious practices like at the dojo in Mt. Koya, and the unique experience of tea ceremony in the dark.
- **Mode: Written Presentational Communication**
Task Model: *Compare & contrast articles* on the pros and cons of a high school student having a part-time job, the pros and cons of high school extracurricular activities, and the pros and cons of living frugally versus living a lavish life of luxury.

UNIT 6: Environmental, Political, and Societal Challenges (Weeks 26~30)

In this unit, students will explore the following **essential questions**:

- How do environmental, political, and societal challenges positively and negatively impact communities?
- What are possible solutions to those challenges?
- What role do individuals play in addressing complex societal issues?

In this unit, students will consider some of the following **thematic contexts**:

- **Global Challenges** – Economic Trends, Environmental Issues, Population and Demographics
- **Contemporary Life** – Lifestyles, Travel and Leisure, Food Culture
- **Science and Technology** – Effects of Technology on Self and Society, Innovations, Climate and Physical World
- **Families and Communities** – Social Customs and Values, Relationships, Friendships, and Social Networking, Urban and Rural Communities and Their Development

In accordance with these themes, **course modes and task models** of this unit will utilize the resources provided on the AP Classroom website and may include the following:

- **Mode: Audio/Audiovisual Interpretive Communication**
Task Models: *Pre-recorded messages* informing the listener about a telephone answering service for disaster prevention, a program in oil recycling, a panel discussion on global warming, and training on issuing an emergency earthquake bulletin; *radio broadcasts* on recycling old clothes, on sleepover experiences at the aquarium or at the airport, and on disaster management in Japan; *cultural presentations* on coastal protection facilities in Japan, on coast guard activities and efforts, on the spirit of non-wastefulness (*mottainai*), and on projects that seek to protect Japan and the sea; *uncontextualized dialogues* about typhoons, global warming, and coping with natural disasters; *public announcements* about the effort to find a volunteer coordinator for disaster prevention programs and about an environmental speech contest for high school students.
- **Mode: Written Interpretive Communication**
Task Models: *Travel brochures* of various locations that have instituted eco-friendly programs in places like Kyoto, Okayama, Kitakyushu, Yakushima, Fukushima, and Akita; *e-mail inbox* message exchanges discussing global warming, bullying, forums on children’s predictions for the future, and survey results regarding giving 18-year olds the right to vote in Japan; *step-by-step instructions* for preparing for and dealing with an earthquake, for making an eco-friendly fan, for what to do when you see or hear an emergency earthquake bulletin, for transforming a plastic bottle into a water-saving shower, and for actions to take during a natural disaster.
- **Mode: Spoken Interpersonal Communication**

- Task Model: *Conversations* regarding various eco-activities, a lifestyle that creates less garbage and minimizes one's carbon footprint, and the issue of global warming.
- Mode: **Written Interpersonal Communication**
Task Model: *Text chats* between people who discuss global warming, survey results that reveals student distrust in politicians, and recycling programs in Japan.
 - Mode: **Spoken Presentational Communication**
Task Model: *Cultural perspective presentations* on programs like Cool Choice in Japan, on evolutionary weather warning, on earthquakes and disaster preparedness, and on protecting environmental and biological diversities.
 - Mode: **Written Presentational Communication**
Task Model: *Compare & contrast articles* on plastic shopping bags versus eco-friendly bags, on differing views and predictions about children's impact on the future, and on energy conservation efforts.

REVIEW: Exam Preparation (Week 31)

Essential Questions:

How do I employ the knowledge I've learned this year to complete each task?

What strategies should I regularly utilize for each section on the exam?

How do I deconstruct the free response tasks in order to score as high as I can?

In order to review for the exam, the students will do the following:

- Recognize how to complete the task, then express in ways that earn higher marks.
- Initiate and sustain conversations in a variety of topics.
- Comprehend native speakers in everyday situations.
- Practice the computer-based format of the exam with the set-up/sample exam provided by College Board. This will provide students with a sense of the time and pacing of the AP Japanese Language and Culture Exam.

Review Activities/Assignments and Assessments

- Students will converse in social and task-oriented situations within a limited range. (Interpersonal Speaking)
- Students will read and listen to stimuli and answer comprehension questions. (Interpretive Reading, Interpretive Listening)
- Students will engage in text chats on number of topics. This will be evaluated using the AP scoring rubric. (Interpersonal Writing)
- Students will write a composition comparing and contrasting elements of a topic. The composition will be evaluated by the AP scoring rubric. (Presentational Writing)

- Students will initiate and sustain conversations in a variety of contexts, e.g. a job interview, calling back a person who leaves a message. The recorded conversation will be evaluated using the AP scoring rubric. (Interpersonal Speaking)
- Students will present a 2-minute cultural perspective on a topic based on the stimulus provided by the instructor. This will be evaluated using the AP scoring rubric. (Presentational Speaking)

Common Resources

AP Classroom Website (College Board-provided resources for approved AP courses)

Adventures in Japanese, Volume 4 by Hiromi Peterson and Naomi Omizo

*Volume 3 of this textbook series will be used for scaffolding purposes to associate new knowledge with previously learned language patterns and cultural knowledge

Basic Kanji Book, Volume 2 by Chieko Kano, Yuri Shimizu, Hiroko Takenaka, and Eriko Ishii

*This text will be used as a reference text, not in sequential, chapter order, but used in accordance with its relevance to the unit theme and task models.

Dekiru! An AP Japanese Preparation Course by Hiromi Peterson, Naomi Hirano-Omizo, Junko Ady

*This text will be used as a reference text, not in sequential, chapter order, but used in accordance with its relevance to the unit theme and task models.

AP Strive for a 5: AP Japanese Practice Tests by Hiromi Peterson, Naomi Hirano-Omizo, Junko Ady

*This text will be used to practice task models that are directly relevant to the unit theme.

レベル別日本語多読ライブラリーシリーズ

<https://tadoku.org/release/2017/02/01/4222>

NHK World Japan

<https://www3.nhk.or.jp/nhkworld/ja/>

国際文化フォーラム

<http://www.tjf.or.jp/>

みんなの教材

<https://minnanokyozai.jp>

Erin's Challenge

<https://www.erin.ne.jp/jp/>

ラジオ日本昔話

<http://www.t-step.jp/t-wave/>

Internet Radio (Japan)

<https://www.internet-radio.com/stations/japanese/>

竜井

<http://ryudonburi.net/>