

**Course Title:** AP Japanese Language and Culture

**Meeting Times:** This course is a 36 week program and meets every other day for a 90- minute-class. Students have about 90 classes altogether.

**Course Description:** The AP Japanese Language and Culture Course is a college-level course that allows students to build their Japanese language skills through three modes: interpretive (receptive communication), presentational (1-way productive communication), and interpersonal (2-way interactive communication). This course also emphasizes the five domains of learning found in our Foreign Language Standards: Communication, Cultures, Connections, Comparisons, and Communities. These 5 domains of learning involve the skills of listening, speaking, reading, writing, and developing cultural awareness appropriate to this level of coursework. This course does not assess student handwriting of Japanese kanji, per se, although when tested by the College Board, students will be required to write via the computer. This course is open to all interested students with the expectation that they have a basic knowledge of Japanese language and culture through prior appropriate sequence of study or equivalent experience. The course uses authentic materials and resources along with the required text. Students are expected to take the AP Japanese Language and Culture Exam at the end of this course. The course will be conducted entirely in Japanese, with very few exceptions.

### **Course Purpose & Goals:**

It is our mission that students achieve at high levels. To that end this course incorporates multiple teaching/learning strategies which honor and support various student needs. The Foreign Language Department intends to graduate students linguistically proficient and culturally competent in a 2<sup>nd</sup> language. Differentiated instruction is a strategy used to develop both language proficiency and cultural familiarity. Successful completion of AP Foreign Language coursework requires long-term study and involves an intensity that significantly advances student proficiency and achievement in a foreign language. Students enrolling in this course should be committed to this challenge. AP Japanese Language and Culture is equivalent to a 3<sup>rd</sup> year college Japanese language course. By the end of this course, the successful AP Japanese Language student will:

- Demonstrate strong communication skills (Intermediate Mid on ACTFL scale) in the interpersonal, presentational, and interpretive modes. Interpretive: They will have read or listened to authentic articles, stories, and other material on a variety of topics for grasping details and making inferences by expressing their opinions on social, cultural and daily life issues in writing. Presentational: After reading such material, students will have created similar material, such as announcements, brochures, news articles, etc., using the authentic material as a model. Interpersonal: Students will have discussed, debated or shared their ideas on previously introduced material in Japanese. The students will have been required to lead these discussions.
- Demonstrate a strong command of Japanese linguistic skills (Intermediate Mid on ACTFL scale) to support communication (accuracy/fluency)
- Comprehend Japanese (Advanced-Low level or above on ACTFL scale) that is intended for native speakers in a variety of settings
- Produce Japanese (Intermediate Mid on ACTFL scale) comprehensible to native speakers used to dealing with Japanese learners in a variety of settings

- Acquire information from authentic sources in Japanese
- Demonstrate an awareness of some cultural perspectives, practices, and products of Japanese peoples.

### **Additional Goals:**

- The ability to comprehend a wide variety of Japanese spoken by native speakers, including drawing inferences based on the register of the speaker and nonverbal clues;
- The acquisition of vocabulary and a working familiarity with at least 500 kanji to allow the comfortable, accurate reading of newspaper and magazine articles, as well as some modern literature in Japanese;
- The ability to produce at least 300 kanji for composition purposes;
- Students are expected to write passages on personal information/experiences, advertisements, reports of products and practices of Japanese culture, and introductions about daily life and activities.
- Students will be expected to: grasp the gist and details of authentic written text/charts/graphs/signs relevant to daily life and grasp the gist of expressed opinions, both written and verbal, on social and cultural issues.
- Students should be able to initiate and sustain short conversations in a manner comprehensible to native speakers accustomed to dealing with learners of Japanese.
- Students should be able to request information on a variety of topics and respond appropriately.
- Students should be able to exchange information verbally and in writing and to give preferences, offer suggestions, extend/respond to invitations in a culturally appropriate manner.

**Conceptual organization:** In AP Japanese, students use the various skills that they have acquired in the first four or five years of study (or equivalent experience). The ultimate goal of the course is to help students to be successful not only on the AP Examination and other proficiency oriented assessments, but also help them feel confident in using the language for personal enjoyment.

### **Course Format and Policies:**

AP Japanese Language and Culture is for students who wish to develop strong proficiency and integrate their language skills, using varied and authentic materials. This class is interactive in nature with the expectation that students will be actively involved in all assignments and projects. The academic rigor for this course is high. Weighted grades are calculated for students completing the course and taking the requisite AP exam. The policies for student performance and work are as follows:

- No late work will be graded except excused absence.
- For excused absence such as sport trips, students should request make-up work in advance and complete it within 3 school days after they return. If students miss an entire week, they have a week to make up.
- Students must be seated in assigned seat when the bell rings. If they report to class after the bell for 3 times, it will be notified to their parents and school administrators. Administrative actions such as detention or suspension will be discussed and taken.

- Students will receive a zero for cheating and parents/school administrators will be notified. Cheating includes copying, allowing others to copy work, using cheat sheets, looking on others paper, etc.
- Students are encouraged to come during seminar if they need any help for homework and/or make up work. Also after school tutoring is available from 3:00 to 4:00 every Tuesday and Thursday. If students have a D or below, they will be advised to come regularly during seminar and/or after school.

**Materials:** The following texts and supplementary materials are used in AP Japanese Language:

A) Text: The following text is currently being used in this system's AP Japanese course:

Tohsaku, Yasu-Hiko. Yookoso!: Continuing with Contemporary Japanese, 3<sup>rd</sup> edition. 1999. New York: McGraw-Hill.

Supplementary Materials this system may use include :

- Taguchi, Masako. らくらく日本語ライティング (初級後半～中級) Writing in Japanese is Fun (Upper Beginner to Intermediate) 2002. Tokyo. アルク (ALC)
- Yana, Akiko. Ooki, Rie and Komatsu, Yuka. Writing E-mails in Japanese. 2005 Tokyo: The Japan Times
- Beuckmann, Fusako. Miyatani, Atsumi. Komuro-Lee, Ikuko 聞いて覚える話し方 日本語生中継・初中級編1 Speaking Skills Learned through Listening Japanese "Live" Pre-Intermediate & Intermediate Level Volume 1. 2006 Tokyo:くろしお出版 Kuroshio Shyuppan
- Atachi, Akiko. Umeda, Yasuko. Kameda, Hitoshi. Saito, Nobuko. Saito, Yumi. Tsuruta, Suguru. 絵で導入・絵で練習 Practise with pictures, Learn through pictures. 2004 凡人社Bonjinshya
- Sasaki, Hitoko. Practical Japanese through Comics. Tokyo: Asuku, 2002
- Miyagawa, Toshihiko. 宮川式10分作文 発展プリント 小学生高学年編 Tokyo: Shogakkan, 2006.
- Usuda, Atsuko. Usami, Ayako. Sato, Yukiko. Hanada, Masako. Matano, Reiko たのしく読める日本の暮らし12か月 Moons, Months and Seasons a Pre-intermediate Japanese Reader. Tokyo: 1995 アプリコット Apricot

B) Additional college level AP Japanese materials to supplement program:

- 日本経済新聞 NihonKeizai Shinbun
- 朝日新聞ジャパン・アルマナック Japan Almanac 2006
- The Japan Times
- NHK on line <http://www.nhk.or.jp/>
- 首相官邸 <http://www.kantei.go.jp/>
- 厚生労働省 統計データベース <http://www.dbtk.mhlw.go.jp/toukei/index.html>
- The Japan Foundation Japanese Language Institute [http://www.jpf.go.jp/e/urawa/e\\_j\\_rsrcs/e\\_textbook/e\\_jrs\\_04\\_02\\_04.html](http://www.jpf.go.jp/e/urawa/e_j_rsrcs/e_textbook/e_jrs_04_02_04.html)

- 学習アニメの館 <http://meiko.web.infoseek.co.jp/>
- 漢字ランド <http://japanese.about.com/blkodarchives.htm>
- 筆順教室 <http://www.a-chi.jp/index.html>
- トヨタ自動車 Toyota <http://www.toyota.co.jp/index.html>

**Course Outline:** The following outlines the dates, content/objectives, assignments/class activities, and major assessments throughout the year. Modeling for new projects or assignments to show exemplars and expectations as well as individual feedback or suggestions for on-going student work will be provided. Students will receive support to improve, analyze, and develop FL proficiency competencies via their work and it will be provided frequently throughout the year. Evaluation criteria and scoring rubrics will be provided prior to assessments. Vocabulary and grammar check lists will be given for chapter tests. Students will maintain journals throughout the year in which they reflect on their communication, language learning and communication strategies.

\*Note:

Description of Assignments/Class activities in the chart below

- Students often make presentations/speeches or write essays about Japanese culture as shown in the chart below. Students discuss relationship between cultural practices /products and perspectives before or after their presentations/speeches or essays. For example, when they make a “travel brochure” of Japanese world heritage site in Chapter 1, they research Japanese world heritage sites on the web sites. They include cultural aspects in their presentations. After presentations students will discuss, for example, *Itsukushima Shrine* in Miyajima and *Shintoism*, *Gasshouzukuri Houses* in Shirakawagou and their environmentally friendly lifestyle.(cultural competence)
- For reading news articles or ads, students have pre-reading activities that elicit schemata related to the articles and ads. Students take notes and use graphic organizers to understand new words and to build up their vocabulary during pre-reading activities. (Scaffolding strategies). After reading, students will answer multiple choice questions or free response questions. Students skim and scan the text using their notes and graphic organizers to answer questions. (communication strategies)
- For listening activities, students focus on specific information such as time expressions, place words, numbers, verb forms, *Keigo*(honorific/humble forms), etc and take notes or use graphic organizers to prepare for answering multiple choice questions or free response questions.(learning strategies. Selective attention)
- Students often record their speeches and oral presentations and self-evaluate their pronunciations, intonations and grammar. (learning strategies. Self-evaluation)

Description of Assessments in the chart below

- Students turn in their “Workbook” that accompanies the textbook weekly. Students will receive individual feedback. Students make their own study guides such as flash cards, notes with graphic organizers, etc to prepare for quizzes and chapter tests. (formative assessment, learning strategies)
- “Vocabulary & Grammar quiz” is given every week or every other week. Questions on “Vocabulary & Grammar quiz” are basically made from “Workbook”. Students will receive

individual feedback after a quiz. Students revise their study guides to prepare for chapter tests. (formative assessment, learning strategies)

- A “Chapter Test” is given once a month. Check lists for chapter tests will be provided prior to the tests. Students review an entire chapter with a list and their own study guides/notes. They work individually or in pairs/groups to evaluate their understanding. The tests in the Instructor’s Manual that accompanies the textbook will be used for the chapter tests. Questions from quizzes or other class activities will be added to the tests.(summative assessment)
- Students take a “Semester Exam” at the end of each semester. Check lists for semester exams will be provided prior to the exams. Questions on the exams are made from chapter tests. Students review chapters with a list, chapter tests and their own study guides/notes. They work individually or in pairs/groups to evaluate their understanding. (summative assessment)

**1<sup>st</sup> Semester 1<sup>st</sup> Quarter Aug27-Nov1 10 Weeks**

<b>Date</b>	<b>Content/Objectives</b>	<b>Assignments/ Class activities</b>	<b>Assessments</b>	<b>Rubrics</b>
Aug 27-31	Sample exams Exam formats Test taking skills AP Kanji list	Sample exam and feedback Tips for fast typing in Japanese Practice recording speeches and conversations Check Kanji list and make a list of kanji that they need to work on Discuss rubrics and evaluation criteria. Self-evaluate sample exam (essay, speech, etc) using rubrics. Evaluate sample exam in a group.	Self assessment of required kanji	
Sep 4-7	<b>Yokoso2 Review page2-13</b>	Make a vocabulary list that students don’t know or need to work.	Vocabulary & Grammar quiz	
Sep10 -Oct5	<b>Yokoso2 Chapter 1 Travel page15-74</b>  Talk about traveling, transportation, and sightseeing  Plan a trip and make an itinerary  Make suggestions  Describe the events following time frame  Command form of verbs, and expression of precipitation and obligation  Read travel information and guides  Hotel reservation  Purchasing train tickets  Grammar/target phrases :	Research “World Heritage” sites in Japan and make a brief introduction of them including history, geography, cultural aspects and how to access  Choose one “World Heritage” site and Make a travel brochure, poster or power point.  Pretend a travel agent and make a brief presentation using their brochure, poster or power point.  Pretend a customer looking for a trip to “World Heritage” sites in Japan and ask questions to agents. Vote for a favorite “World Heritage” site in Japan  Learn how to make reservations, ask for vacancies, availabilities, and fees over the phone or by e-mailing. Learn how to	Travel brochure presentation  Essay  Workbook  Vocabulary & grammar quiz  Chapter test  Kanji presentation  Kanji quiz	#1 Kanji presentation #2 brochure #3 essay-culture topic  *rubrics are attached below

	<p>～ことにする、前、後、と、 ～てはいけない、～な、 ～間、 連れていく(くる)、 持っていく(くる)、 でも、～目、まで/までに、 ～といえば</p> <p><b>Culture:</b> 旅館、みどりの窓口、駅弁、 温泉</p> <p><b>Reading:</b> 北海道の案内、 トラベルガイド・札幌</p> <p><b>Kanji List 1-50</b> Be familiar with the 1<sup>st</sup> 50 Kanji on AP Japanese Kanji list.</p>	<p>communicate with a travel agent. Practice inquiring. Arrange a real field trip for an impressive sport event in November. Research sightseeing spots, make an itinerary, find out fees of museum or parking lots, and make a restaurant reservation for lunch.</p> <p>Go on a field trip as tour guides and translators for the event in Nov. (2<sup>nd</sup> quarter) Write an essay about their family trip, school trip, sport trip or dream trip in Japan. Include cultural experience.</p> <p>Chose 4 kanji from #1-#50 kanji on AP Kanji list and make power point presentation for each kanji including On/Kun reading, radical, stroke order, meaning, common words/idioms and have a 5 minute oral presentation weekly</p> <p>Reading activity from supplementary book <i>中級から学ぶ日本語</i> #4 「あきれる」 #5 「たべる」 Listening activity from supplementary book <i>聞いて覚える話し方 日本語生中継・初中級編1</i> #4 「旅行の感想」</p>		
Oct9- Nov1	<p><b>Yokoso2 Chapter 2 At Home page75-132</b></p> <p>Houses, furnishings, and appliances House hold chores Telling a purpose Giving permission Offering advice Giving directions Reading real estate ads Inquiring real estate agencies Inviting people Gift giving and receiving けいご</p> <p>Grammar/target phrases : ～たり～たり、～ため(に)、 ～てもいい、～ところ、 ～ないでください、ておく、 ばかり、ずつ、 しか～ない</p> <p><b>Culture:</b> 洋室と和室</p>	<p>Read real estate ads and answer questions. Watch TV commercials about new houses and apartments.</p> <p>Poster presentation-write floor map of their house/apartment and explain orally</p> <p>Debate “Japanese style housing” VS “western style housing”</p> <p>Write an essay about “dream house” that they want to in the future</p> <p>Chose 4 kanji from #51-#100 on AP Kanji list and make power point presentation for each kanji including On/Kun reading, radical, stroke order, meaning, common words/idioms and have a 5 minute oral presentation weekly</p> <p>(optional) Reading activity from supplementary book <i>中級から学ぶ日本語</i></p>	<p>Reading adds quiz Poster presentation Debate Essay Workbook Vocabulary &amp; grammar quiz Listening quiz Chapter test Kanji presentation Kanji quiz</p>	<p>#1 Kanji presentation #4 Debate #5 essay</p>

<p>マンション 日本の家具 義理 贈り物 Renting apartment</p> <p>Reading: 石黒さんの新しい家 高原の別荘</p> <p><b>Kanji List 51-100</b> Be familiar with 51-100 Kanji on AP Japanese Kanji list.</p>	<p>#2 「つたえる」 #13 「つかう」 #14 「であう」</p> <p>Listening activity from supplementary book 聞いて覚える話し方 日本語生中継・初中級編1 #10 「マンション」</p> <p>WebQuest activity 「義理」と「人情」</p>		
--	--	--	--

1<sup>st</sup> Semester 2<sup>nd</sup> Quarter Nov5-Jan24 8Weeks

Date	Content/Objectives	Assignments/ Class activities	Assessments	Rubrics
Nov 5-30	<p><b>Yokoso2 Chapter 3 Automobiles and transportation page133-186</b></p> <p>Means of transportations. Cars and Driving Public transportation systems Transitive and intransitive verbs Expressing an attempt Conjunctive form of the verbs as a coordinating structure Look into a driving manual and a driving guide for travelers Write the directions to own home or school Ask for and give instructions Car maintenance and repairs</p> <p>Grammar: ～方、～である/～ている、 た form +ばかりだ/ところだ、 ～ないで、かしら、 体に悪いわよ</p> <p>Culture: Driving in Japan Public transportation Reading: 安全運転 上手なドライブの仕方</p> <p><b>Kanji List 101-150</b> Be familiar with 101-150 Kanji on AP Japanese Kanji list.</p>	<p>Read ads of new cars on news paper and flyers. Watch TV commercials.</p> <p>Research environmentally friendly cars (e.g. hybrid) and environmentally friendly life style.</p> <p>Write an e-mail to Toyota for their Factory Tour reservation and make an itinerary to visit them-group work. Plan to go with other technology or science class.</p> <p>Go on a field trip to Toyota Factory. Help other class students buy lunch or ask for bathroom, etc as translators.</p> <p>Write a thank you letter in Japanese formal style and send it to Toyota –group work.</p> <p>Research Japanese traffic signs</p> <p>Chose 4 kanji from #101-#150 on AP Kanji list and make power point presentation for each kanji including On/Kun reading, radical, stroke order, meaning, common words/idioms and have a 5 minute oral presentation weekly</p> <p>(optional) Reading activity from supplementary book 中級から学ぶ日本語 #7 「いう」 #16 「がんばる」 Listening activity from supplementary</p>	<p>Reading adds quiz</p> <p>Workbook</p> <p>Vocabulary &amp; grammar quiz</p> <p>Listening quiz</p> <p>Chapter test</p> <p>E-mail</p> <p>Letter</p> <p>Kanji presentation</p> <p>Kanji quiz</p>	<p>#1 Kanji presentation</p> <p>#6 email</p> <p>#7 letter</p>

		book 聞いて覚える話し方 日本語生 中継・初中級編1 #8「交通手段」		
Dec3- Jan24  Winter recess Dec24 -Jan4	<b>Yokoso2 Chapter 4 The Body and Health page187-238</b>  Body parts Feeling and Emotions Health and Illness Analogy and Exemplification Causatives Constructions using interrogatives Expressing the frequency of actions and events  Grammar: ～は～が、よう/～そう、 ～らしい/～みたい、 はず、～ても、自分 ～分前/～分過ぎ  Culture: Attitudes toward alcohol, tobacco, and drugs Health are in Japan  Reading: 健康診断 あなたも指圧してみませんか  <b>Kanji List 151-200</b> Be familiar with 151-200 Kanji on AP Japanese Kanji list.	Make a poster of body parts in Kanji.  Read short newspaper articles about health, diseases, dieting or smoking. Or watch TV news, documentary or a movie related to health issues.  Play ラジオ体操 (Japanese poplar stretching on radio/TV program) Be instructors of ラジオ体操 and give a short instruction for PE class if we have a chance to collaborate with them - group work.  Game Simon says in Japanese including various body parts  Research statistics about Health (Average Life Expectancy, Nutrition Intake, Causes of Death, Physical Stature, Smoking and etc.) ----using Japan Almanac (by Asahi Shinbun) and/or Ministry of Health, Labor and Welfare web site.  Learn how to express/describe emotions, conditions and symptoms. Be familiar with medical advice. Learn how to communicate with a physician. Develop a skit and role play medical scenarios with explicit language-learning and/or communication strategies  Review chapter1-4 for Semester exam  Chose 4 kanji from #151-#200 on AP Kanji list and make power point presentation for each kanji including On/Kun reading, radical, stroke order, meaning, common words/idioms and have a 5 minute oral presentation weekly  (optional) Reading activity from supplementary book 中級から学ぶ日本語 #1「たとえる」 #10「いきる」 Listening activity from supplementary book 聞いて覚える話し方 日本語生中継・初中級編1	Poster  Reading short articles about health  Workbook  Vocabulary & grammar quiz  Listening quiz  Chapter test  Role play a skit--patient & Dr.  Kanji presentation  Kanji quiz  Semester exam	#1 Kanji presentation



		#7 「ほめられる」		
--	--	------------	--	--

**2<sup>nd</sup> Semester 3<sup>rd</sup> Quarter Jan28-Apr3 10Weeks**

<b>Date</b>	<b>Content/Objectives</b>	<b>Assignments/ Class activities</b>	<b>Assessments</b>	<b>Rubrics</b>
Jan28 - Feb29	<p><b>Yokoso2 Chapter 5 Life and Careers page239-288</b></p> <p>From cradle to grave Careers and Occupations In the workplace Expressing request: Honorific forms &amp;Humble forms Passives</p> <p>Grammar/target phrases : ～ようになる、わかる/知る、 Adjective+する、 ～ようにする、 敬語</p> <p>Culture: 日本の教育制度 社会人</p> <p>Reading: 私の選んだ仕事 佐久間社長の生い立ち</p> <p><b>Kanji List 201-250</b> Be familiar with 201-250 Kanji on AP Japanese Kanji list.</p>	<p>Compare education system in Japan and in US.</p> <p>Reading want ads</p> <p>Telephone conversation-Role playing a skit-job inquiry Job interview- Role playing a skit-job inquiry</p> <p>Compare 敬語 in Japanese and polite/ formal expressions in English. Discuss differences about levels of politeness between Japanese and English in formal/informal situations. (language comparison) Also talk about differences of manners, etiquette between Japan and US in formal situations.</p> <p>Write an Essay “My future” about their college planning and job</p> <p>Speech contest-inviting local Japanese as Judges and have speech contest using essay “My future”</p> <p>Research a Japanese famous person and describe his/her bibliography (power point)</p> <p>Discuss current issues, such as ニート and フリーター-group discussion or debate</p> <p>Chose 4 kanji from #201-#250 on AP Kanji list and make power point presentation for each kanji including On/Kun reading, radical, stroke order, meaning, common words/idioms and have a 5 minute oral presentation weekly</p> <p>(optional) Reading activity from supplementary book 中級から学ぶ日本語 #3 「はたらく」 #8 「かざる」</p>	<p>Essay</p> <p>Reading adds quiz</p> <p>Workbook</p> <p>Vocabulary &amp; grammar quiz</p> <p>Listening quiz</p> <p>Chapter test</p> <p>E-mail</p> <p>Letter</p> <p>Kanji presentation</p> <p>Kanji quiz</p>	<p>#1 Kanji presentation</p> <p>#5 essay</p>

		<p>#17 「わかる」 Listening activity from supplementary book 聞いて覚える話し方 日本語生中継・初中級編1 #6 「アルバイトを探す」</p>		
<p>Mar3 — Apr3  Spring Recess Apr 7—11</p>	<p><b>Yokoso2 Chapter 6 Communication and Media page289-340</b></p> <p>Telecommunications Post office Media Expressing request: Honorifics Causative-Passives Expressing concession</p> <p>Grammar/ target phrases :</p> <p>ば conditions、～てほしい、 ～だけでなく、～まま、 ～することがある、 ～にちがいない</p> <p>Culture: 公衆電話 郵便局のサービス テレビと新聞 漫画とアニメ J ポップ</p> <p>Reading: 手紙の書き方 ラジオの番組案内</p> <p><b>Kanji List 251-300</b> Be familiar with 251-300 Kanji on AP Japanese Kanji list.</p>	<p>Watch TV news and summarize news.</p> <p>Listen to Radio and summarize information</p> <p>Read news articles and summarize them</p> <p>Write a short article about local event and put it into school paper with English translation.</p> <p>Research Japanese postal system and compare with own country</p> <p>Write a letter/post card using Japanese letter style and send them through Japanese post office</p> <p>Compare advantage and disadvantage of the communication tools, such as cell phone, regular phone, public phone, and e-mail</p> <p>Pretend a CM planner of an advertisement company, and create own TV commercial-Power point group project.</p> <p>Compare Japanese animation (e.g. さざえさん、コナン、ワンピース) and other country's</p> <p>Chose 4 kanji from #251-#300 on AP Kanji list and make power point presentation for each kanji including On/Kun reading, radical, stroke order, meaning, common words/idioms and have a 5 minute oral presentation weekly</p> <p>(optional) Reading activity from supplementary book 中級から学ぶ日本語 #18 「しらせる」 #20 「かこむ」 Listening activity from supplementary book 聞いて覚える話し方 日本語生中継・初中級編1 #5 「買い物」</p>	<p>Reading quiz Listening quiz Power point Workbook Vocabulary &amp; grammar quiz Chapter test Kanji presentation Kanji quiz</p>	<p>#1 Kanji presentation  #7 letter</p>

**2<sup>nd</sup> Semester 4<sup>th</sup> Quarter Apr14-Jun11 8Weeks**

Date	Content/Objectives	Assignments/ Class activities	Assessments	Rubrics
Apr 14-25	<b>AP exam preparation</b>	Prepare for the AP Exam. Review exam format. Take sample exams.	Sample exams	
Apr 28- Jun11	<p><b>Yokoso2 Chapter 7 Nature and Culture page 341-385</b></p> <p>Geography Nature and Environment Culture and Customs</p> <p>Grammar/ target phrases : ～ものだ、～わけだ、 various usage of よう、 ～なくていい、～のに、 ～ことになる</p> <p>Culture: 公害 日本の詩 タバコ</p> <p>Reading: ゴルフ場建設反対 書評</p> <p><b>Kanji List 301-410</b> Be familiar with 301-410 Kanji on AP Japanese Kanji list.</p>	<p>Research environmental issues and make suggestion or solution</p> <p>Make a campaign for own suggestion and solution with a poster or power point</p> <p>Research and explain about some Japanese festivals (including history, geography, and religion)</p> <p>Study Japanese manners at the shrines and temples</p> <p>Visit a local shrine or temple as short walking field trip.</p> <p>Research Japanese famous literature and poetry (focus on an author, contents, historical background)</p> <p>Chose 8 kanji from #301-#410 on AP Kanji list and make power point presentation for each kanji including On/Kun reading, radical, stroke order, meaning, common words/idioms and have a 5 minute oral presentation weekly</p> <p>Review chapter5-7 for Semester exam</p> <p>(optional) Reading activity from supplementary book <i>中級から学ぶ日本語</i> #21 「まもる」 #22 「ふれあう」 #25 「のびる」 Listening activity from supplementary book <i>聞いて覚える話し方 日本語生中継・初中級編1</i> #9 「ゆずります」</p> <p>WebQuest activity: Discover Japanese traditional play (歌舞伎、能、狂言、人形浄瑠璃)</p>	<p>Poster or Power point Presentation</p> <p>Workbook</p> <p>Vocabulary &amp; grammar quiz</p> <p>Listening quiz</p> <p>Chapter test</p> <p>Kanji presentation</p> <p>Kanji quiz</p> <p>Semester exam</p>	<p>#1 Kanji presentation</p> <p>#5 essay</p>

The resources listed in this syllabus are in accordance with those suggested by the most recent “AP Japanese Language & Culture Course Description” as found on the College Board website.

## Rubrics

### Rubric #1 Kanji presentation

カテゴリー	1	2	3
音読み On reading 訓読み Kun reading	Has a reading but no explanation	Has either On or Kun reading	Has all possible readings
意味 meaning 部首 Radicals 筆順 stroke orders	Has the meaning of the Kanji. But no specific explanations of radicals & stroke orders.	Has the meaning of the Kanji. Explains either radicals or stroke orders	Has the meaning of the Kanji Explains radicals & stroke orders
** 語彙リスト vocabulary list	Has less than 10 words with correct meanings	Has 10-14 words with correct meanings	Has 15 or more with correct meanings Also explains commonly used phrases and sentences
** 発表の発音、イントネーション pronunciation & intonation of the presentation	Often mumbles or can not be understood OR mispronounces more than one word.	Speaks clearly and distinctly most (94-80%) of the time. Mispronounces no more than one word.	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.
ワークシート、クイズ study guide & quiz	Provides a list of vocabulary only	Provides a list of vocabulary, readings and meanings	Provides a list of vocabulary, readings, meanings & a quiz

### Rubric #2 Travel Brochure

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.

Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.

**Rubric #3 essay culture topic**

**AP Japanese Writing “Cultural Topic Posting”**

20 minutes.300-400 characters or longer. 3 characteristics about the cultural topic need to be told.

CATEGORY	4	3	2	1
Length (Organization) ** Weighted 2	Has more than 300 characters and less than 400 characters or longer.	Has more than 200 characters and less than 300 characters.	Has more than 100 characters and less than 200 characters.	Has less than 100 characters.
Kanji (conventions)	Used all required Kanji properly. No wrong Kanji chosen.	Used most of required Kanji properly (more than 85%). Has 1 wrong Kanji.	Used required kanji properly (71%-84%) Has a few wrong Kanji.	Used some required Kanji (less than 70%) from the Kanji list. Has some wrong Kanji.

Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Paragraphs, 3 characteristics (Organization)	3 or more characteristics are told in different paragraphs.	2 characteristics are told in different paragraphs.	Only one characteristic is mentioned.	No characteristics are told.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Grammar (Conventions)	Writer makes no errors in grammar or particles that distract the reader from the content.	Writer makes 1-2 errors in grammar or particles that distract the reader from the content.	Writer makes 3-4 errors in grammar or particles that distract the reader from the content.	Writer makes more than 4 errors in grammar or particles that distract the reader from the content.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Adding Personality & opinion(Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

**Rubric #4 Debate**

CATEGORY	4	3	2	1
<b>Information</b>	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.

<b>Organization</b>	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
<b>Rebuttal</b>	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
<b>Respect for Other Team</b>	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.

**Rubric #5 essay**

CATEGORY	4	3	2	1
Length (Organization) ** Weighted 2	Has more than 300 characters and less than 400 characters or longer.	Has more than 200 characters and less than 300 characters.	Has more than 100 characters and less than 200 characters.	Has less than 100 characters.
Kanji (conventions)	Used all required Kanji properly. No wrong Kanji chosen.	Used most of required Kanji properly (more than 85%). Has 1 wrong Kanji.	Used required kanji properly (71%-84%) Has a few wrong Kanji.	Used some required Kanji (less than 70%) from the Kanji list. Has some wrong Kanji.
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.

Grammar (Conventions)	Writer makes no errors in grammar or particles that distract the reader from the content.	Writer makes 1-2 errors in grammar or particles that distract the reader from the content.	Writer makes 3-4 errors in grammar or particles that distract the reader from the content.	Writer makes more than 4 errors in grammar or particles that distract the reader from the content.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Adding Personality & opinion(Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

**Rubric #6 email**

**Rubric AP Japanese Writing an e-mail**

20 minutes.300-400 characters or longer.

CATEGORY	4	3	2	1
Length (Organization) ** Weighted 2	Has more than 300 characters and less than 400 characters or longer.	Has more than 200 characters and less than 300 characters.	Has more than 100 characters and less than 200 characters.	Has less than 100 characters.
Kanji (conventions)	Used all required Kanji properly. No wrong Kanji chosen.	Used most of required Kanji properly (more than 85%). Has 1 wrong Kanji.	Used required kanji properly (71%-84%) Has a few wrong Kanji.	Used some required Kanji (less than 70%) from the Kanji list. Has some wrong Kanji.
Grammar (Conventions)	Writer makes no errors in grammar or particles that distract the reader from the content.	Writer makes 1-2 errors in grammar or particles that distract the reader from the content.	Writer makes 3-4 errors in grammar or particles that distract the reader from the content.	Writer makes more than 4 errors in grammar or particles that distract the reader from the content.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Style of sentences desu/masu or plain style. Has emailing style	Written in either desu/masu style or plain style and never mixed. Has starting and ending of emailing style.	Written in either desu/masu style or plain style but has one mixed sentence. Has starting and ending of emailing style.	Written in either desu/masu style or plain style but has more than one mixed sentences. Has starting and ending of emailing style.	desu/masu or plain style are mixed in more than 2 sentences. Or doesn't have starting and ending of emailing style.
Transitions	A variety of conjunctions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety of conjunctions.	Some transitions work well; but connections between sentences are not smooth.	The transitions between ideas are unclear or nonexistent.

**Rubric #7 Letter**

Writing : Letter

CATEGORY	4	3	2	1
----------	---	---	---	---



<b>Salutation and Closing</b>	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
<b>Grammar &amp; spelling (conventions)</b>	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.
<b>Length</b>	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.
<b>Format</b>	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
<b>Sentences &amp; Paragraphs</b>	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.

**Grading Policy:** The grading policy for this course is described below. Students are expected to take the AP Exam. Those students who complete the exam and are tested on the AP exam will receive a weighted final grade.

### **GRADE POINT VALUE SYSTEM POLICY**

A = 90–100%      4.0  
 B = 80–89%      3.0  
 C = 70–79%      2.0  
 D = 60–69%      1.0  
 F = 59% and below   0.0

Unweighted Scale A=4      Weighted Scale A=5  
 Unweighted Scale B=3      Weighted Scale B=4  
 Unweighted Scale C=2      Weighted Scale C=3  
 Unweighted Scale D=1      Weighted Scale D=2

Unweighted Scale F=0

Weighted Scale F=0

**Support Services:** Services available to assist AP Japanese Language and Culture students with their studies:

After school tutoring 3:00-4:00 on Tuesdays and Thursdays.

Tutoring during seminar 10:05-11:05 every other day.

**Unique Requirements:** The AP Japanese Language and Culture course and exam emphasize communication. Listening comprehension and speaking ability are tested using a variety of technology. Students will need to practice and test using a variety of audio and video resources, and the computer. Students have opportunities to experience language and culture through field trips, movies, video recordings, songs, and other authentic Japanese materials. Students are encouraged to take advantage of these resources in order to gain higher fluency and cultural awareness of Japanese language and culture.