AP Japanese Language and Culture Syllabus
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Class Profile
Generally speaking AP Japanese is offered as the fourth year of high school Japanese language instruction. By the end of this course, students will have completed work equivalent to 300 hours of classroom instruction at the college level.

Course Prerequisites
Japanese I, II, III or equivalent

Course Overview
The Japanese language program at Scott County High School is structured based on student competency goals. The competency goals are informed by the following two sets of nationally recognized guidelines/standards: (1) ACTFL Proficiency Guidelines and (2) K-16 National Standards for Japanese Language Learning.

The 5 Cs of the K-16 National Standards for Japanese Language Learning reconceptualize the linguistic competency areas by dividing communication into "interpersonal," "interpretive," and "presentational" modes. However, this course divides expected student competencies mainly into traditional skills area (i.e., listening, speaking, reading, and writing) and specify a competency level for each category. The skills described below are goals to be measured by spontaneous or on-demand, rather than prepared, tasks in spoken and written language. The 5 Cs of the National Standards for Japanese Language Learning are integrated in instruction.

LEARNING LEVEL GOALS
The goal for all students in this course is to achieve these levels as defined by the ACTFL Proficiency Guidelines:
Listening—Intermediate mid
Speaking—Intermediate mid:
Reading—Intermediate mid (Recognize 410 kanji)
Writing—Intermediate mid

Culture/Community:
Continue to identify daily products (media, traditional objects, etc.) and practices (holidays, festivals, campus life, etc.)
Continue to identify perspectives (values and beliefs) that are often used to characterize Japanese culture
• Identify diversity in Japanese language and culture (e.g., identify different language registers, dialects, and ethnic groups, and language/cultural differences associated with region, gender, and occupation)
Continue to use Japanese and appreciate Japanese culture in communities and activities outside the language classroom (e.g., watching films, eating food, participating in cultural events)

In addition to these goals, this course emphasizes integrating the 5 Cs of the National Standards in the following ways:

Communication: • • •
Interpersonal mode: Students engage in various oral and written activities, such as role-playing, task-based activities, and keeping a dialogue journal.
Interpretive mode: Students listen to various types of input, such as authentic and instructional videos, and oral presentations given by peers. They also develop reading competency through reading a variety of texts, such as formal and informal letters, essays, dialogues, diaries, and so on.
Presentational mode: Students give informal and formal oral presentations.

The other 4 “C’s” that will be emphasized in this course
1. Cultures:
Students engage in cultural learning through research and class discussions and participation in various events.
2. Connections:
Through reading and class discussions, students explore various themes in the field of intercultural communication and develop critical understandings of cultural differences.
3. Comparisons:
Students engage in class discussions as they compare and contrast language use and cultural practices between the target language/culture and their own, in order to develop insight into language and culture.
4. Communities:
Students actively participate in and out of school in cultural events, including a speech contest.

WEEKLY SCHEDULE
Weeks 1-3:
OVERALL THEME:
Job Hunting in Japan
   a. finding job information
   b. resumes
   c. job interviews
GENKI II CHAPTER 13
NUMBER OF TARGETED KANJI: 45 (RATE OF 3 PER DAY)

Weeks 4-6:
OVERALL THEME:
Special Days in Japan
a. holidays
b. festivals
c. events such as hanami

GENKI II CHAPTER 14
NUMBER OF TARGETED KANJI: 45 (RATE OF 3 PER DAY)

Weeks 7-9:
OVERALL THEME:
Traveling in Japan
a. transportation
b. famous sites
c. Japanese travel customs and other information

GENKI II CHAPTER 15
NUMBER OF TARGETED KANJI: 45 (RATE OF 3 PER DAY)

Weeks 10-12:
OVERALL THEME:
Thankfulness sharing responsibility and apologizing in the Japanese Culture
a. Traditional (seppuku) forms of apologizing
b. Apologizing in modern Japan
c. Comparison with USA culture

GENKI II CHAPTER 16
NUMBER OF TARGETED KANJI: 45 (RATE OF 3 PER DAY)

Weeks 13-15:
OVERALL THEME:
Famous Japanese People
a. historical figures
b. athletes and politicians
c. entertainers

GENKI II CHAPTER 17
NUMBER OF TARGETED KANJI: 45 (RATE OF 3 PER DAY)

Weeks 16-18:
OVERALL THEMES:
Part-Time Jobs and College Life
a. college lifestyle
b. types of part time jobs
c. part time job culture and vocabulary

GENKI II CHAPTER 18
NUMBER OF TARGETED KANJI: 45 (RATE OF 3 PER DAY)

Weeks 19-21:
OVERALL THEME:
Honorific Language
a. general rules of honorific language
b. honorific language used on the job
   c. honorific language used to express gratitude

GENKI II CHAPTER 19
NUMBER OF TARGETED KANJI: 45 (RATE OF 3 PER DAY)

Weeks 22-24:
OVERALL THEME:
Shopping in Japan
   a. shopping customs compared with USA
   b. shopping expressions
   c. guide to shopping in Japan

GENKI II CHAPTER 20
NUMBER OF TARGETED KANJI: 45 (RATE OF 3 PER DAY)

Weeks 25-27:
OVERALL THEMES:
Crime in Japan (and superstitions)
   a. overview of crime in Japan including essential vocabulary
   b. yakuza
   c. unlucky ages and other superstitions

GENKI II CHAPTER 21
NUMBER OF TARGETED KANJI: 45 (RATE OF 3 PER DAY)

Weeks 28-30:
OVERALL THEME:
Education in Japan
   a. comparison with USA education
   b. daily life in school
   c. teaching English in Japan

GENKI II CHAPTER 22
NUMBER OF TARGETED KANJI: 45 (RATE OF 3 PER DAY)

Weeks 31-33:
OVERALL THEME:
How Japanese say goodbye (achieving closure)
   a. customs for various situations such as funerals and graduation
   b. important vocabulary
   c. comparison with USA

GENKI II CHAPTER 23
NUMBER OF TARGETED KANJI: 30 (RATE OF 2 PER DAY)

Weeks 34-36:
OVERALL THEME: Review of previously learned themes in a variety of contexts using authentic material.
PERCENTAGE IMPORTANCE OF EVALUATION

1. 25% LISTENING: Multiple choice questions based on real Japanese language. 30-35 questions in 30 minutes.
   Examples of types of things students listen to:
   a. announcement
   b. conversation
   c. debate
   d. instructions
   e. message
   f. presentation
   g. report

2. 25% READING: Multiple choice questions based on real Japanese writing. 35-40 questions in 60 minutes.
   Examples of what students will read:
   a. articles
   b. brochures
   c. e-mail
   d. instructions
   e. letters
   f. story

3. 12.5% TEXT CHAT WRITING: Students write responds to text chat lines. Total of 6 lines in 10 minutes.

4. 6.25% COMPARE/CONTRAST ARTICLE. Students write about something related to Japan or the Japanese language for 20 minutes using at least 300 to 400 characters. NATHAN PATTON CAN CREATE QUESTIONS BUT STILL NEED GOOD EXAMPLES.

5. 6.25% CULTURAL TOPIC POSTING. Students describe and express an opinion in writing about a Japanese cultural practice or product for 20 minutes using at least 300 to 400 characters. NATHAN PATTON CAN CREATE QUESTIONS BUT STILL NEED GOOD EXAMPLES.

6. 6.25% CONVERSATION. Respond to what is said based on a particular situation. 4 responses in which you can speak up to 20 seconds.

7. 6.25% RETURN TELEPHONE CALL. Students will pretend that they are returning a phone call. The will have four responses in which they can speak up to 20 seconds.

8. 4.17% SCHOOL ANNOUNCEMENT. Students will have one minute to look at English and then one minute to make a Japanese announcement. NATHAN PATTON CAN PREPARE ANNOUNCEMENTS BUT STILL NEED GOOD EXAMPLES.
9. 4.17% STORY NARRATION. Students will have 4 minutes to look at 4 picture manga and then 2 minutes to narrate a story about the pictures. WHO WILL CREATE PICTURES? CRICKETT OR JESSICA SWIFT?

10. 4.17% CULTURAL PERSPECTIVE PRESENTATION. Students will have 4 minutes to prepare and then two minutes to record their presentation describing and expressing their opinion about a Japanese cultural practice or product.

**EVALUATION**

Students will be graded throughout the course on their ability to use Japanese to perform tasks in authentic situations based on the main themes covered in each unit.

Specific tasks that students will perform will be based on useful tasks related to each unit. Examples of tasks students will perform include:

a. various listening activities such as multiple choice quizzes based on authentic recordings.
b. various reading activities such as multiple choice questions based on authentic readings.
c. writing activities such as:
   - text chats
   - compare and contrast articles
   - cultural topic posting
d. speaking activities including:
   - conversation
   - returning telephone calls
   - school announcements
   - story narration
   - cultural perspective presentation

Weekly kanji and vocabulary quizzes assess students' productive and receptive skills in a cumulative manner.

Midterm and Final exams assess students' skills in listening, speaking, grammar, vocabulary, kanji, reading comprehension, and impromptu writing. Items are presented in context and/or as authentic tasks as much as possible.

**BIBLIOGRAPHY**

Genki II textbook (main text book)
Genki II workbook (main workbook)
Adventures in Japanese (supplement for introducing Japanese culture and for supplemental fun activities for high school students)

Basic Kanji Vol I and II (For supplemental writing activities introducing kanji from the AP list of 410)


A great deal of various other authentic materials will be used as supplements throughout the course.