

AP[®] Japanese Language and Culture

Syllabus 2

Class Profile

There are 36 school weeks (178 days) divided into two semesters. Our students follow a two-day cycle (A and B day) with four 80-minute periods per day. Students typically take six or seven courses each semester.

Course Prerequisites

AP Japanese (JFL 5) is open to juniors and seniors who have either

- Completed Japanese as a foreign language 4 (JFL 4) or
- Passed a placement test that is designed to measure a student's abilities in Japanese at levels that are similar to those used in the AP Japanese class.

Course Overview

Summary: In this course, students will learn how to use the four language skills (speaking, listening, reading, and writing) in real-life situations. Students, in pairs and small groups, will engage in discussions, interviews, and debates, give presentations, and write articles on a variety of topics throughout the course. [C14] Students will also study the language as a whole through content-based themes such as Japanese history, tradition, contemporary culture, and social issues. The course curriculum is based on the *Standards for Foreign Language Learning in the 21st Century*. Two to three topics are related to each theme. These topics will help students to deepen their understanding of the language and Japanese attitudes toward social issues and values.

Through various speaking, listening, reading, and writing activities in and out of class, students will acquire a solid knowledge of grammar, vocabulary, and kanji. They will learn how to manipulate the Japanese language for better comprehension. They will practice circumlocution and paraphrasing when they do not know the exact Japanese expressions. [C11]

C11—The course teaches students to develop both communication and language-learning strategies.

C14—The course provides students with frequent opportunities to conduct Web searches, word process, and write emails in Japanese.

The course is taught entirely in Japanese. [C8] Students also keep an email-based, reflective journal throughout the year in which they reflect on their communication and language learning strategies, challenges, and achievements. [C3, C11, C14] Two main textbooks are used in this course: *Yookoso Book 2* and *Adventures in Japanese Volume 4*. [C10]

Course Objectives

By the end of this course, students will be able to do the following:

Speaking:

- Initiate or respond to small everyday conversations in a culturally appropriate manner. (Interpersonal mode)
- Request information and respond to requests on a variety of topics. (Interpersonal mode)
- Ask and give preferences in a culturally appropriate manner. (Interpersonal mode)
- Offer and respond to suggestions, requests, or invitations. (Interpersonal mode) [C2]
- Give simple reports on Japanese culture. (Presentational mode) [C3]

C2—The course prepares students to demonstrate their level of Japanese proficiency in the interpersonal mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C8—The teacher uses Japanese almost exclusively in class and encourages students to do likewise.

C11—The course teaches students to develop both communication and language-learning strategies.

C3—The course prepares students to demonstrate their level of Japanese proficiency in the presentational mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C10—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. The teacher scaffolds students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

C14—The course provides students with frequent opportunities to conduct Web searches, word process, and write emails in Japanese.

Listening: [C1]

- Grasp the gist and understand the details of a text on a concrete topic. (Interpretive mode) [C1]
- Grasp the gist of an expressed opinion on a social or cultural issue. (Interpretive mode) [C1]

Reading: [C1]

- Grasp the gist and understand the details of authentic or semi-authentic written materials. (Interpretive mode)
- Grasp the gist and understand necessary details of authentic or semi-authentic charts, graphs, advertisements, and signs. (Interpretive mode)
- Grasp the gist of an expressed opinion on personal, social, and cultural issues. (Interpretive mode)

Writing:

- Exchange information in writing on a variety of topics on a computer using connected and complete sentences in paragraphs that contain a beginning, details, and a closure. (Interpersonal mode) [C2]
- Ask and give preferences in writing in a culturally appropriate manner. (Interpersonal mode) [C2]
- Offer and respond to suggestions, requests, or invitations. (Interpersonal mode) [C2]
- Describe people, activities, or events in writing. (Presentational mode)
- Make various announcements on school-related events in writing. (Presentational mode) [C3]

Teaching strategies

The AP Japanese Program develops effective communicators who understand Japanese culture and are prepared to participate in a global society.

To accomplish this purpose, we will:

- Create an environment where students feel free to take risks;
- Encourage students to engage in the community;
- Model and expect target language use;
- Provide authentic learning situations and materials;

C1—The course prepares students to demonstrate their level of Japanese proficiency in the interpretive mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C2—The course prepares students to demonstrate their level of Japanese proficiency in the interpersonal mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C3—The course prepares students to demonstrate their level of Japanese proficiency in the presentational mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

- Scaffold authentic materials by providing prereading, prelistening, or pre-conversation activities to elicit schemata to make comprehension easier; [C10]
- Provide opportunities and guide students to think critically and creatively;
- Differentiate instruction;
- Appropriately integrate technology;
- Make connections with other disciplines;
- Provide frequent feedback through a variety of authentic assessments; [C13]
- Develop and follow an age-appropriate, meaningful, and articulated curriculum;
- Teach communication and language learning strategies; [C11]
- Model and encourage respect and tolerance; and
- Integrate cultural components into the curriculum.

Lab Component (computer)

Students will research, read, and write using computers. No set computer lab time is allocated, as the computer lab is available most of the time. Students will work individually and in groups, either at the lab or at home. Students will use email exchanges and chat rooms as they prepare for their presentations. Students regularly exchange email messages with their teacher, their classmates, and students in Japan. [C2, C7, C14]

C2—The course prepares students to demonstrate their level of Japanese proficiency in the interpersonal mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C10—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. The teacher scaffolds students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

C13—Formative and summative assessments are frequent, varied, and explicitly linked to the Standards goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

C7—In addition to communication, the course also addresses the Standards other goal of the use of the language within the broader communities beyond the traditional school environment.

C11—The course teaches students to develop both communication and language-learning strategies.

C14—The course provides students with frequent opportunities to conduct Web searches, word process, and write emails in Japanese.

Student Evaluation

Students are evaluated through many types of assessments of all four skills. The format of these assessments is varied (i.e., small quizzes, chapter tests, projects, peer reviews, and two major exams). Major exams are given at the end of the first semester and at the end of the year. Each exam will consist of a speaking, listening, reading, and writing (using computer) component. [C13]

Quarter grade:

- | | | | |
|----|------------------------|-----|--|
| 1. | Listening and Speaking | 45% | * Dialogues, skits, role-plays, interviews, presentations, songs, video production, [C12] target language usage in the classroom, listening and oral quizzes and tests |
| 2. | Reading and Writing | 45% | * Worksheets, journal, essays, memos, letters, kanji, computer-generated presentations and projects |
| 3. | Other | 10% | * Classroom participation, effort, collaborative group work, [C12] visual aids, etc. |

*Each semester grade is based on quarter grades and the exam score.

1st semester grade = 1st quarter (40%) + 2nd quarter (40%) + semester exam (20%)

2nd semester grade = 3rd quarter (40%) + 4th quarter (40%) + final exam (20%)

Semester I

Section 1. Religions and Japanese Culture [C5, C9]

In this section, students will

- Study about culture and customs.
- Learn about different religions and talk about the relationship between religion and culture. [C4]
- Read and become familiar with the spiritual world through the work of Kenji Miyazawa.

C4—In addition to communication, the course also addresses the Standards other goal of cultural competence.

C9—The teacher ensures that the selected themes and topics are developmentally and intellectually appropriate for the students.

C13—Formative and summative assessments are frequent, varied, and explicitly linked to the Standards goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

C5—In addition to communication, the course also addresses the Standards other goal of connections to other school disciplines.

C12—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of her or his learners.

C14—The course provides students with frequent opportunities to conduct Web searches, word process, and write emails in Japanese.

- 夏祭り／秋祭り -
 1. WebQuest Activity 「わっしょい！」お寺と神社 [C14]
 2. WebQuest Activity 「大吉だあー！」 [C14]
 3. Field Trip 「お寺」宮沢賢治
 4. Video Activity 「注文の多い料理店」
 5. 詩「雨ニモマケズ・・・」

Supplementary Reading: 昔話「花さかじいさん」 [C10]

Section 2. Traveling in Japan [C9]

In this section, students will

- Learn about traveling and transportation in Japan;
- Plan a trip to various historical locations in Japan; and
- Learn to make reservations.

観光

1. WebQuest Activity 「東京の地下鉄」(交通機関) [C14]
2. 旅行の計画と準備 修学旅行とその後日談」歴史的に有名な観光地 [C14]
3. 京都、奈良、鎌倉、箱根、

Supplementary Reading: 昔話「かちかち山」 [C10]

C9—The teacher ensures that the selected themes and topics are developmentally and intellectually appropriate for the students.

C10—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. The teacher scaffolds students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

C14—The course provides students with frequent opportunities to conduct Web searches, word process, and write emails in Japanese.

Section 3. Tea Ceremony and *Kimono* [C5, C9]

In this section, students will

- Talk about the tea ceremony and its relation to Zen and Buddhism. [C4]
- Become familiar with Japanese mental discipline, manners, and etiquette. [C4]
- Look into *kimono* and think about its significance to contemporary Japan. [C4]
- Become familiar with and perform traditional comedy. [C3]
- Talk about geography and nature. [C5]

茶道／着物(和服)

1. WebQuest Activity 「和服(着物)」
2. わびとさび短歌／俳句(季語)
3. 日本の風土
4. Activity 「俳句を作ろう!」狂言と能
5. Activity 寸劇「六地藏」「二人袴」「鶏婿」 etc. [C4]

Supplementary Reading: 昔話「舌きりすずめ」 [C10]

Semester Examination

C3—The course prepares students to demonstrate their level of Japanese proficiency in the presentational mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C4—In addition to communication, the course also addresses the Standards other goal of cultural competence.

C5—In addition to communication, the course also addresses the Standards other goal of connections to other school disciplines.

C9—The teacher ensures that the selected themes and topics are developmentally and intellectually appropriate for the students.

C10—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. The teacher scaffolds students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

Semester II

Section 4. War and Peace I Part 1 (日本から見た第二次世界大戦) [C5, C9]

In this section, students will

- Learn how the Japanese people continue to deal with the effects of World War II. [C5]
- Learn the history and significance of origami, especially cranes. [C4, C5]

戦争

1. Video Activity 「はたるの墓」「夏服の少女達」「8月

禊子と千羽づる(折り紙)

1. WebQuest Activity 「千羽づる」
2. 広島と原爆
3. 折り紙にチャレンジ!

Supplementary Reading: 昔話「うらしまたろう」 [C10]

Section 4. War and Peace II Part 2 (アメリカから見た第二次世界大戦) [C5, C9]

In this section, students will

- Ponder the ethical and moral issues of the Japanese-American experience during World War II. [C5]
- Talk about different perspectives on historical events.

C4—In addition to communication, the course also addresses the Standards other goal of cultural competence.

C5—In addition to communication, the course also addresses the Standards other goal of connections to other school disciplines.

C9—The teacher ensures that the selected themes and topics are developmentally and intellectually appropriate for the students.

C10—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. The teacher scaffolds students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

戦争

1. Video Activity 「杉に降る雪」 [C10]
2. アメリカ移民「日系人」

Supplementary Reading: 昔話「こぶとりじいさん」 [C10]

Section 5. Past to Present [C9]

In this section, students will

- Further develop a greater understanding of the societal values and perspectives of the Japanese people through the study of *keigo* (polite speech). [C4]
- Compare politeness expressions between Japanese and students' native language and discuss similarities and differences. [C6]
- Recognize the existence of the traditional hierarchical system of old Japan within modern Japan. [C4]

日本の歴史 [C5]

1. 年号
2. WebQuest Activity 「日の丸弁当」結婚式とお葬式 [C14]
3. WebQuest Activity 「誰が好き？」お見合い [C14]

Supplementary Reading: 昔話「わらしべ長者」

C4—In addition to communication, the course also addresses the Standards other goal of cultural competence.

C9—The teacher ensures that the selected themes and topics are developmentally and intellectually appropriate for the students.

C14—The course provides students with frequent opportunities to conduct Web searches, word process, and write emails in Japanese.

C5—In addition to communication, the course also addresses the Standards other goal of connections to other school disciplines.

C10—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. The teacher scaffolds students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

C6—In addition to communication, the course also addresses the Standards other goal of comparisons between the Japanese language and culture and those of the learners.

Section 6. Modern Japan [C9]

In this section, students will

- Focus on contemporary topics and talk about Japanese efforts to improve the quality of their lives as members of the global community.
- Talk about environmental issues in Japan.
- Talk about mass media, *anime*, and other forms of entertainment.

コミュニケーション

1. 携帯電話
2. インターネット

アニメ

1. Video Activity 宮崎駿「ぼんぼこ」 [C10]
2. Field Trip 「ジブリの森博物館」

リサイクル

1. ゴミ問題を考える

Supplementary Reading: 昔話「一休さん」 [C10]

C9—The teacher ensures that the selected themes and topics are developmentally and intellectually appropriate for the students.

C10—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. The teacher scaffolds students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

Student Activities

WebQuest Activity [C14]

In each unit, students will have at least one WebQuest-based activity, a concept developed by Bernie Dodge, a professor of instruction technology at San Diego State University. WebQuest is an “inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet.” Through these activities, students are expected to extend and refine their knowledge of Japanese culture, history, and tradition while applying and utilizing their speaking, listening, reading, and writing skills.

Example 1 「わっしょい！」 (祭り—Summer/Fall Festivals)

Part I Introduction

Everyone loves festivals. No matter where you go in the world, you see people enjoying them. Japanese people are no different. Starting at the end of a hot summer and throughout the beautiful fall season, Japan becomes immersed in festivals. In this lesson, you will learn about *Natsu* and *Aki Matsuri* and discuss the significance of these festivals in Japanese culture.

Task/Questions

You will research about *Matsuri* and how the Japanese people enjoy them. You will also discuss the significance of *Matsuri* in Japanese religion and culture. [C4, C5] At the end of this activity, you will present the summary of your discussion and findings to the class. [C3]

- What is *Natsu/Aki Matsuri*?
- Where do Japanese people celebrate *Matsuri*?
- What do people do at a typical *Matsuri*?
- What are the famous *Matsuris* in Japan?

C3—The course prepares students to demonstrate their level of Japanese proficiency in the presentational mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C4—In addition to communication, the course also addresses the Standards other goal of cultural competence.

C14—The course provides students with frequent opportunities to conduct Web searches, word process, and write emails in Japanese.

C5—In addition to communication, the course also addresses the Standards other goal of connections to other school disciplines.

- What are the reasons for having *Matsuri*? Originally? Now?
- What does *Matsuri* mean to Japanese people?
- Are *Matsuri* unique to Japan? Is there something like *Matsuri* in the United States? In your culture? If there is, what are the similarities and differences between Japanese *Matsuri* and the event in your culture? Why are they similar? Why are they different? [C4, C6]

Process and Resources Step 1

After receiving a list of websites (written in both English and Japanese) from the instructor, you and your partner will visit each website and answer the questions on the worksheet provided. (Answer in Japanese whenever possible.) [C4, C5, C6, C14]

1. What is a *Matsuri*?
2. What types of activities are typically done at a *Matsuri*? What is the purpose of such activities?
3. What kinds of food are typically eaten at a *Matsuri*? What's special about these foods? Why are they eaten at a *Matsuri*? Do you eat special food at festivals in your country? What are they, and why do you eat them?
4. What is a *Mikoshi*? What's the significance of *Mikoshi* in a *Matsuri*?
5. What is the *Bon Festival* and *bon odori*? Why do people dance at *o-bon*? When do people in your country dance?
6. What is the significance of *Matsuri* in Japanese culture and religion? How about festive events in your culture? Compare Japanese *Matsuri* and a similar event in our country by drawing a Venn Diagram.
7. Which *Matsuri* would you like to go to? Why? When?

C4—In addition to communication, the course also addresses the Standards other goal of cultural competence.

C5—In addition to communication, the course also addresses the Standards other goal of connections to other school disciplines.

C6—In addition to communication, the course also addresses the Standards other goal of comparisons between the Japanese language and culture and those of the learners.

C14—The course provides students with frequent opportunities to conduct Web searches, word process, and write emails in Japanese.

Step 2 [C3, C14]

Choose one *Matsuri* to research. Make a PowerPoint presentation in Japanese about your *Matsuri* and present your work to your class. Your PowerPoint presentation should include the following:

- Name of the *Matsuri* of your choice.
- Where?
- When?
- What kind of activities?
- Any particular food/clothes/anything different?
- History of this particular *Matsuri* (as much as possible).
- Any religious influence?

Evaluation:

Rubric for the presentation [C13]

	Excellent 3	Good 2	Needs Improvement 1
Collaborative work 5	Works very well in group and contributes all the time.	Works fairly well in group. Contributes sometimes.	Does not contribute enough but at least did not bother group.
Visual Aid 3	Very organized and extremely eye-appealing.	Neat and organized.	Organized.

C3—The course prepares students to demonstrate their level of Japanese proficiency in the presentational mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C13—Formative and summative assessments are frequent, varied, and explicitly linked to the Standards goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

C14—The course provides students with frequent opportunities to conduct Web searches, word process, and write emails in Japanese.

JFL 5	Excellent 3	Good 2	Needs Improvement 1
Vocabulary 3	Occasionally lacks basic words; generally correct usage.	Often lacks needed words; somewhat incorrect usage.	Few basic words; mostly inadequate, incorrect usage.
Fluency 5	Speech is generally natural and continuous; slight stumbling or unnatural pauses.	Some definite stumbling, but manages to rephrase or continue.	Speech is frequently hesitant and jerky; sentences are left incomplete.
Accuracy and effectiveness in use of language 5	Student uses language with a high degree of effectiveness with few errors.	Student speaks with moderate effectiveness. Errors obscure meaning at times.	Student speaks with limited effectiveness. Meaning is obscured by quantity and quality of errors.
Size of information 3	Good amount of information to support opinion.	Enough amount of information given.	Not enough amount of information to support opinion.

Part II

Role-Play [C12]: Each student must prepare some key questions in advance (i.e., where, when, activities, etc.) for their partner to respond to regarding their particular *Matsuri* that they have researched. Using the information you gathered in Part I as well as your questions, you will role-play the following situation: Student A is looking for a good *Matsuri* to visit in Japan. Student B shares the information they know. The conversation has to have a beginning, a middle, and an end.

C12—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of her or his learners.

Rubric for the Role-play [C13]

JFL 5	Excellent 3	Good 2	Needs Improvement 1
Vocabulary 3	Occasionally lacks basic words; generally correct usage.	Often lacks needed words; somewhat incorrect usage.	Few basic words; mostly inadequate, incorrect usage.
Fluency 5	Speech is generally natural and continuous; slight stumbling or unnatural pauses.	Some definite stumbling, but manages to rephrase or continue.	Speech is frequently hesitant and jerky; sentences may be left incomplete.
Accuracy and effectiveness in use of language 5	Student uses language with a high degree of effectiveness with few errors.	Student speaks with moderate effectiveness. Errors obscure meaning at times.	Student speaks with limited effectiveness. Meaning is obscured by quantity and quality of errors.
Knowledge gained 3	Can answer all questions accurately that are related to facts.	Can answer accurately most questions related to facts.	Appears to have little knowledge about the facts.

Mukashibanashi

Students read a variety of *Mukashibanashi*, Japanese folkloric tales, that are compiled in the textbook, *Adventures in Japanese Book 4*. After each story, students will discuss, in Japanese, the story's cultural background, values, and morals embedded in the story. [C1, C3, C4, C7, C12] They will also complete one of the following tasks as a group activity.

- Play (acting out the story)
- Create a *Kamishibai* and read to an audience (such as elementary school students or other students who are studying Japanese in our school)
- Create a story with a similar moral

Students will be expected to be able to retell the story at any given time.

C1—The course prepares students to demonstrate their level of Japanese proficiency in the interpretive mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C3—The course prepares students to demonstrate their level of Japanese proficiency in the presentational mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C4—In addition to communication, the course also addresses the Standards other goal of cultural competence.

C7—In addition to communication, the course also addresses the Standards other goal of the use of the language within the broader communities beyond the traditional school environment.

C12—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of her or his learners.

C13—Formative and summative assessments are frequent, varied, and explicitly linked to the Standards goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

Films

Students will watch at least one film (documentary, movies, or various Japanese TV shows) per quarter. [C10] For each film, the students will receive a worksheet to complete in relation to the film. This exercise will help them better understand the theme of the film as well as fully comprehend the story. [C1, C10] Students will also receive a list of idiomatic expressions and a list of vocabulary words if they are relevant to the film.

At the end of each semester, students are expected to choose a two-minute clip of their favorite scene from one of the movies and talk about why it was chosen as well as its significance or relation to the movie as a whole. [C3]

Short Writing Assignment

Students are given a short writing assignment (200 to 400 letters) every other week. Each writing assignment has a different focus, such as utilizing newly introduced vocabulary and/or phrases, reviewing a variety of grammatical points, and reflecting on and responding to a cultural topic and/or current issue. [C3] Students are expected to use the textbook *Yookoso* Book 2 to review and reinforce grammar.

Teacher Resources [C10]

Arai, Reiko. *Chuukyuu kara Manabu Nihongo: Teema Bestu*, 中級から学ぶ日本語テーマ別. Kenkyusha, 1991, 1995.

Ikeda, Shigeru. *Chuukyuu karano Nihongo: Dokkai Chuushiin*, 中級からの日本語・読解中心. Shintensha, 1990, 1993.

Itoh, Hiroko. *Chuukyuu yuu Nihongo Dokkai Kyouzai: Zoku-“Yomi” eno Chousen*, 中級用日本語読解教材続・「読み」への挑戦. Kuroshio Shuppan, 1992.

Kogugo Roku: Ge “Kibou”, 国語六・下「希望」. Mombu Kagakushou Kenteizumi Kyookasho. Mitsumura Toshio, 2005.

Peterson, Hiromi and Naomi Omizo. *Adventures in Japanese 4*. Cheng & Tsui Asian Language Series. Boston: Cheng & Tsui Company, 2004.

Tohsaku, Yasu-Hiko. *Yookoso: Continuing with Contemporary Japanese*. Boston: McGraw-Hill, 1999.

C1—The course prepares students to demonstrate their level of Japanese proficiency in the interpretive mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C3—The course prepares students to demonstrate their level of Japanese proficiency in the presentational mode of communication; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*.

C10—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. The teacher scaffolds students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.