

AP[®] Japanese Language and Culture Course

Syllabus 4

Course Description

The AP[®] Japanese Language and Culture Course is the highest-level course in the AP Japanese program. The course admits students in their fourth to sixth year of studying Japanese, depending on when they were admitted to the school and their mastery level of the language. The class meets four times a week for 50 minutes per class. There are approximately 33 weeks or 110 hours in the school year: 13 weeks or 43 hours in the fall semester, and 20 weeks or 67 hours in the spring semester.

Note: The AP Japanese Exam is offered three weeks prior to the end of the school year. The final week of each semester will be devoted to assessment. Therefore, the course has approximately 31 weeks of actual instructional time each year.

The course is designed to provide students with a learning experience equivalent to that of a college course that develops their Japanese proficiencies at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines. As articulated in *Standards for Foreign Language Learning in the 21st Century*, the course also prepares students to be able to demonstrate their proficiencies across the three communication modes: interpretive, interpersonal, and presentational. In addition to **communication**, the course also addresses other goal areas of the five C's: **cultural competence**, **connections** to other disciplines, **comparisons** between the Japanese language and culture and those of the students, and the use of the language in multi-lingual **communities** beyond the school setting. The class is conducted almost exclusively in Japanese [C8] to expand students' productive and receptive skills as well as the cultural knowledge necessary to communicate with and understand native speakers and writers of Japanese.

Instructional Goals

Using the *Standards* as guiding principles, the following goals are identified to develop the AP Japanese curriculum from Japanese I through AP Japanese.

- Goal 1: Students will effectively engage in interpersonal communication, exchange information and opinions, and express feelings.**
- Goal 2: Students will be able to interpret authentic or semiauthentic written and spoken Japanese on a variety of topics that relate to everyday life and contemporary society of Japan.**
- Goal 3: Students will be able to give an oral, multimedia, or written presentation to share research, ideas, and opinions on a variety of topics that relate to everyday life and contemporary society of Japan.**
- Goal 4: Students will demonstrate an understanding of Japanese culture by studying the relationship of products and practices to their cultural perspectives in the life of Japanese people.**

<p>C8—The teacher uses Japanese almost exclusively in class and encourages students to do likewise.</p>
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Goal 5: Students will demonstrate an understanding of their own culture and values and the nature of language by comparing them with the Japanese language and culture.

Goal 6: Students will expand their knowledge in other disciplines and recognize distinctive viewpoints that are unique in Japanese culture.

Goal 7: Students will use Japanese outside the classroom and beyond the school setting to connect themselves with the real world.

Instructional Strategies

- 1) Classroom interaction will be focused around three modes of communication: interpersonal, interpretive, and presentational for meaningful purposes. The five C's will be integrated through a thematic unit approach while students build up language competence using *Nakama 2* (Hatasa, et al.). Students will have layered practices in different modes to internalize language skills and knowledge.
- 2) Newspaper articles, films, voice blogs, and other authentic materials are used [C10] to help students expand vocabulary, kanji, and structures, and to provide them with opportunities to understand Japanese culture through experiences and observations. Scaffolding activities, such as prereading/prelistening activities and graphic organizers, will be provided to support students' comprehension of the materials for native speakers. [C10] Students will be taught and trained to use their inference skills for reading and listening strategies. [C11]
- 3) The course will provide ample opportunities for students to learn about and express their opinions on Japanese culture, society, and people, as well as to deepen their understanding about differences and similarities between Japanese culture and their own. Students, in pairs and small groups [C12] will engage in oral discussions, give oral presentations, and write articles [C13] on a variety of topics throughout the course.
- 4) Technology is integrated for efficiency, motivation, and enrichment of students' language learning experiences. Applications used for the course include keyboarding practices, Skype, video conferencing, PowerPoint presentations, e-mail messages, voice messages, podcasting, iPod activities, and iMovie. [C14] Many of these applications will enable students to be connected with native speakers in Japan and the global community. Students regularly exchange e-mail correspondence with students in Japan [C7] throughout the year, and conduct Web searches [C14] to get information for their projects.

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.

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.

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

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.

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

- 5) Kanji skills will be developed in two ways in this course. Students will learn and build up their productive knowledge of kanji that are selected from each chapter of *Nakama 2*. They fill in kanji practice sheets and learn to write designated kanji compounds. Simultaneously, students will independently engage in kanji study according to their self-determined goals for receptive skills based on the *Basic Kanji Book* (Kano, et al.). Tiered assessment—in which students’ knowledge of kanji and kanji compounds for meaning and reading will be evaluated in context—will be provided to monitor their individual progress. [C11]
- 6) Portfolio assessment: Students will cumulatively save their works, such as recordings of oral presentations, school announcements, PowerPoint presentations [C3], copies of text chats [C2], story narrations, compare-and-contrast articles, cultural posting articles, posters [C3], etc. Students will be asked to self-assess their progress in each quarter, as well as to write reflections on their learning strategies, focusing on what worked best to facilitate learning. They will use this information for review throughout the year. [C11]
- 7) Best practices will be applied to day-to-day classroom instruction, such as cooperative learning, differentiated instruction, KWLH technique, graphic organizers, TPRS, and other teaching strategies that are useful in maximizing students’ learning. [C11]
- 8) At the beginning of each quarter students will receive explanations about the assessment and the grading criteria against which their performance is evaluated. [C13]

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)*.

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Course Planner

Fall Semester

Quarter 1: 6 weeks

Topic [C9]	Content	Objectives / Descriptions
Preliminary Chapter Review	Review of materials introduced in <i>Nakama 1</i>	Students will learn to explain grammar and cultural topics, and give directions and ask questions in Japanese through student-directed review sessions.
Chapter 1 天気と気候 Weather and Climate	1) Weather forecast 2) Climate 3) 詩「雨ニモマケズ」 4) Haiku	Students will learn vocabulary and expressions related to weather and climate; study different seasons in Japan and how climate influences culture, such as in seasonal foods and clothing; discuss feelings conveyed in a poem by Kenji Miyazawa [C2]; and identify how seasons play important roles in haiku; and demonstrate their understanding by writing a haiku. [C5]
Chapter 2 旅行 Travel	1) Geography; map of Japan 2) Travel brochure 3) Travel plan 4) Travel journal 5) Postcard	Students will learn about geography [C5] and traveling tips in Japan [C4]; read travel brochures [C1] and role-play with a travel agent; make a telephone conversation to make a hotel reservation; make a travel plan in a group; and write a journal and postcard to describe their trip in Japan. [C2]

Performance Indicators (some of the following may not be conducted due to time constraints):

- Listen and watch weather forecasts in Japan [C1] and compare Japan's weather with weather in the United States and other parts of the world.

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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.

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

- Make tomorrow’s weather forecast for one city in the world as a TV meteorologist [C3]; read and appreciate Kenji Miyazawa’s poem, “雨ニモマケス” [C5]; recite the poem [C3]; and explain how he/she feels about the poem.
- Work collaboratively in a small group [C12] to find out the climate of one region during spring, summer, fall, and winter, as well as discover the typical seasonal events, customs, and festivals that take place in that region of Japan (Web search). [C1, C4,C14] Each group will present what they learn in class. [C3]
- Identify four famous haiku poems that represent each season in Japan [C5], and create a collage or poster with the poems and illustrations/interpretations. [C3]
- Write a haiku in Japanese that reflects the current season, things in nature, and one’s state of mind and present it in class [C3, C5]; after listening to classmates’ interpretations and criticism, offer one’s own explanation about the haiku. [C2]
- The class works collaboratively [C12] to create a wall map of Japan that includes points of interest, such as major mountain ranges, rivers, national parks, large cities, and attractions. [C3, C5]
- Examine a travel brochure of a tourist spot in Japan [C1] and report what options are available.
- Text chat with a travel agent for necessary information and suggestions. [C2, C7, C14]
- Role-play to make a telephone call to a hotel for a reservation. [C2]
- Work collaboratively in a small group [C12] to make a travel plan, including transportation, hotel reservations, attractions and activities to cover on the trip; report the plan in class.
- Write a travel journal as if students actually followed through on the plan in Japan.
- Write a postcard from the mock trip to the teacher.
- Conduct a Skype (text chat) interview with a Japanese person about traveling experiences. [C2]

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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.

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

Formative Assessment:

- Small vocabulary quizzes, kanji quizzes, and chapter tests [C13]
- Listening comprehension test on weather forecasts [C1, C13]
- Text chat with a travel agent for suggestions
- Role-play to make a telephone call to a hotel for reservations [C2, C13]

Summative Assessment:

Oral presentations and peer evaluations:

- Weather forecast as a TV meteorologist
- Oral presentation of one season and typical seasonal events and customs in Japan
- Recite Kenji Miyazawa’s poem with interpretation of feelings of the poem
- Haiku presentation and interpretations of classmates’ haiku poems [C3, C13]

Written presentations:

- Compare-and-contrast article about a season in Japan and that season in New England
- Travel journal that students write in about the details of the area and activities based on the travel plan they made in their group [C3, C13]
- Postcard written from Japan to the teacher

Interpersonal communication:

- Individual or small-group oral interviews [C2, C13]

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Interpretive communication:

- Read a travel brochure and summarize the content
- Listening comprehension test on weather forecasts [C1, C13]

Quarter 2: 7 weeks

Topic [C9]	Content	Objectives/Descriptions
Chapter 3 お願いとやり方 Asking for Favors and How to Do Something	1) Asking for favors 2) Offering help 3) Manuals 4) Cooking a Japanese dish 5) Origami on iPod	Students will learn how to explain a problem and ask for help, and offer help or suggestions; practice reading manuals and recipes [C1] and demonstrate how to operate/cook as directed; and cook a Japanese dish and gain understanding of Japanese cooking methods, ingredients, and seasonings in comparison with western-style cooking [C4, C6]
Chapter 4 きそく Rules	1) Postal Service 2) Banks 3) School manual (学生手帳) 4) Class schedule and school uniforms 5) “The Way We Are” (The Japan Forum) 6) Movie 学校IV:十五才	Students will learn about postal services and bank services in Japan [C4]; compare how payments are made in Japan and the United States; learn differences and similarities about rules in Japanese high schools and American high schools [C4, C6]; and learn about a student in Japan and some aspects of his or her personal life.
Chapter 5 私の将来, じゅんぴ My Future, Making Preparations	1) Newspaper articles about youth and society in Japan 2) “The Way We Are 2005” (The Japan Forum) 3) Movie 学校IV:十五才	Students will gain an understanding of Japanese youth and social problems they face [C4]; learn what dreams some high school students have for their future; think about and express their own future dreams; and promote their self-image by describing something special and unique about themselves.
Exam Week		

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

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.

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

Performance Indicators [C11] (some of the following may not be conducted due to time constraints):

- Role-play situations where one needs to ask someone for favors, such as asking a teacher to write a letter of recommendation.
- Make a return telephone call [C2] to respond to a friend's request for help or suggestions.
- Read the manual for a simple machine such as a rice cooker, a fax machine, etc., and explain the steps in class. [C1]
- Listen to origami directions recorded on an iPod and fold paper into a shape as directed. [C1]
- Learn how to cook a Japanese dish, [C4] cook it at home, and share it with one's family.
- Gain familiarity with measurements based on the metric system.
- Write a compare-and-contrast article about Japanese cooking and American cooking. [C6]
- Read signs in the post office and discuss postal services in Japan. [C1, C2]
- Role-play situations where one buys stamps and sends a letter, a postcard, and a parcel. [C2]
- Discuss methods of payment in Japan and compare different ways financial transactions are made in Japan and the United States. [C2, C4, C6]
- Examine a Japanese high school manual (学生手帳) and list school rules. [C1]
- Work collaboratively in small groups to create a school manual in Japanese and send it to their sister school in Japan. [C12, C3, C7]
- Write a compare-and-contrast article about rules in Japanese high schools and those in American high schools. If there are big differences, discuss why those differences exist. [C2, C4, C6]

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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.

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.

- In small groups, prepare a questionnaire to ask about high school life in Japan. One group will investigate course offerings, while another group will survey homework and tests, after-school activities, teacher–student relationships, etc. [C2, C12] Give the questionnaire to Japanese high school students through video Skype. [C2, C7]
- Write a report summarizing the result of findings about high school life in Japan. [C3]
- Read online photo essays [C1] by Japanese high school students in “The Way We Are” (The Japan Forum), found at www.tjf.or.jp/thewayweare/index.html. Choose one essay and reintroduce the student in class, [C3] with the focus on why this person is special for the writer.
- Participate in a blog by submitting a comment to one of the students in “The Way We Are.” [C2, C14]
- Tell a personal story in a creative way by describing something unique about oneself, combining photos and oral narration in iMovie. [C3]
- Watch the beginning of the movie「十五才:学校IV」(山田洋次監督) and discuss some educational issues in Japan. [C1, C2]
- Read an article about one of the featured high school students in “The Way We Are 2005.” Find and report what he or she plans to do in the future and what he or she is currently doing to prepare.
- Lay out one’s future plan in a graphic organizer and engage in a Skype text chat with the teacher (one-on-one) about the plan. [C2]
- Read a newspaper article about フリーター and discuss employment issues in Japan. Discuss possible reasons why some people prefer to be フリーター. [C1, C2]

Formative Assessment:

- Small vocabulary quizzes, kanji quizzes, and chapter tests [C13]

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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.

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

- Role-play situations at a post office
- Record one's return telephone call to respond to a friend's request for help [C2, C13]
- Listening test to follow directions on how to operate a machine [C1, C13]
- Text chat with the teacher about one's future plan [C2, C13]

Summative Assessment:

Oral presentations and peer evaluations:

- Explain how to operate a simple machine in class
- Cook a Japanese dish at home; the student's family will evaluate the task and the food
- Report the result of the e-mail questionnaire about high school life in Japan
- Describe a Japanese high school student with the focus on why this person is special for the writer
- Oral narration to describe himself or herself while showing one's photos in iMovie

Written presentations:

- Compare-and-contrast article about Japanese cooking and American cooking
- Create a school manual in Japanese by writing rules and regulations of the student's school [C3, C13]

Interpersonal Communication:

- Individual or small-group oral interviews
- Write a questionnaire with the appropriate questions to ask Japanese high school students via e-mail [C2, C13]

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Interpretive Communication:

- Read articles related to school rules or youth in Japan and answer questions about youth in Japan [C1, C13]

Spring Semester

Quarter 3: 9 weeks

Topic [C9]	Content	Objectives / Descriptions
Chapter 6 道の聞き方と 教え方 Asking for and Giving Directions	1) Map of Tokyo Metropolis and transportation system 2) 時刻表 timetable 3) Announcements	Students will review words and expressions used when giving directions; gain familiarity with train timetables and the transportation system in Japan; and gain knowledge of the transportation system in Tokyo. [C4]
Chapter 7 贈り物 Gifts	1) Gift-giving customs in Japan 2) Manners of gift giving and receiving 3) Expressing gratitude	Students will learn gift-giving-related vocabulary and gift-giving occasions and purposes, and learn customs and manners of exchanging gifts in Japan. [C4]
Chapter 8 就職相談 Talking About Employment	1) Biography 2) Career and volun- teering 3) Résumé 4) Job interview	Students will learn honorific, humble, and other polite expressions and compare them with those in their own language(s) [C6]; research and write about one famous Japanese person; create their own résumé [C3]; and learn to talk positively about themselves and show enthusiasm in a job interview.

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.

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.

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

Performance Indicators [C11] (some of the following may not be conducted due to time constraints):

- Use MapQuest.com to describe how to get to one's house from school and rewrite the directions in Japanese.
- Text chat to invite a friend for dinner and give him or her directions to one's house.
- Make a skit in which one person gets lost in Shinjuku Station and the other helps him or her to get on the correct train to go to Tokyo Disneyland. [C2]
- Extract specific information from the timetable [C1] (example: a departure time nearest to noon of a 新幹線 from Tokyo and its arrival time at Fukuoka).
- Listen to announcements in stations, on trains, and in buses for specific information. [C1]
- Make announcements of school events in class. [C3] Students take turns and do it every day.
- Compare means of transportation practices in Japan and the United States [C6] and write about them. Discuss possible geographical, political, and/or historical reasons for the differences. [C4, C5]
- Read a magazine article about お中元 and お歳暮 [C1], the two major gift-giving seasons in Japan. Summarize the article using a graphic organizer [C10] and compare one's summary with those of other classmates.
- Read the site on お中元 and お歳暮 [C1] at www.taka.co.jp/okuru/sasa_ochugen.htm and discuss what items and costs are appropriate for a gift. [C2] Also, discuss why people give お中元 and お歳暮. [C4]
- Make a skit of exchanging gifts in which A presents a gift to B as a token of gratitude. B in return presents a gift or a thank-you note to A a few days later. [C2, C4]
- Discuss in class whether the gift exchange in each skit was appropriate. [C4]
- Write an article discussing Japanese gift-giving customs. [C3, C4]

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- Make a PowerPoint presentation of a famous Japanese person's life and give an oral presentation. [C3, C14]
- Find a volunteer job in the WWOOF Japan site (www.woofjapan.com), or describe the job in detail, and state the reasons for wanting to do it. [C1, C14]
- Identify and describe information about the skills, knowledge, and personal characteristics needed in order to pursue one's targeted career.
- Conduct a survey (questionnaire) on volunteerism and teenage employment in Japan and report the result in class. [C3]
- Read a Japanese person's résumé and write one's own in Japanese. [C1, C3]
- Study honorific and humble expressions in Japanese and compare polite expressions between Japanese and one's own language. [C6]
- Advocate for oneself in a mock job interview and show enthusiasm about the position. [C2]

Formative Assessment:

- Small vocabulary quizzes, kanji quizzes, and chapter tests [C13]
- Write a memo to explain directions from school to your house in Japanese [C13]
- Text chat to invite a friend for dinner and give directions to your house [C13, C2, C14]
- Listening comprehension test to hear specific information in an announcement [C13, C1]
- Summarize gift-giving customs in a graphic organizer [C4, C13]
- Make a skit of exchanging gifts [C13]
- Write one's résumé in Japanese [C3, C13]

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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.

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.

Summative Assessment:

Oral presentations and peer evaluations:

- Present a famous Japanese person using PowerPoint [C3, C13, C14]
- Based on the survey, report on volunteerism and teenage employment in Japan

Written presentations:

- Write a compare-and-contrast article about means of transportation practices in Japan and the United States
- Write an article discussing Japanese gift-giving customs [C3, C13]

Interpersonal Communication:

- Individual or small-group oral interviews
- Write an email to the teacher that gives directions from home to school [C2, C13]

Interpretive Communication:

- Read articles related to gift giving in Japan and answer questions [C1, C13]
- Listening comprehension test on giving directions [C1, C13]

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)*.

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.

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)*.

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

Quarter 4: 11 weeks

Topic [C9]	Content	Objectives / Descriptions
Chapter 9 文句 Complaints	1) Four-koma manga 2) Family relationship 3) Neighborhood and community 4) School problem: いじめ	Students will identify common expressions of emotion, such as happiness, sadness, and emotional stress; compare and contrast how people complain in Japan and the United States; and compare and contrast the sense of self-esteem and self-confidence among Japanese and American people. [C6]
Chapter 10 環境と社会 The Environment and Society	1) Environmental issues 2) Recycling 3) Global warming	Students will learn to express their opinions, agreement, disagreement, and conjectures; compare environmental practices in Japan and the United States [C6]; and deepen their understanding of the need to protect the earth.
AP Exam (beginning of May) Final Exam Week (beginning of June)		

Performance Indicators (some of the following may not be conducted due to time constraints):

- Narrate stories of family/neighborhood/community conflicts depicted in a four-framed comic and identify the way to develop a narrative story.
- Watch episodes in 「まんが映画」**「となりの山田くん」** and identify and explain expressions for happiness, sadness, and stress. [C1]
- Students work in pairs and write a narration of one episode of 「**となりの山田くん**」. [C12]
- Each group will present a role-play of the selected episode and moderate discussion within the class about the conflict and solution in the story. [C3, C4]

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)*.

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.

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.

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.

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)*.

- Read newspaper articles about bullying in Japan and discuss the social network between family and friends in Japan. [C1, C2, C4]
- Watch the movie 「十五才:学校IV」: Regarding the chapter where the main character meets an autistic boy in Kyushu, discuss what connects the two and why. [C1, C2]
- Write a letter of encouragement to the main character of the movie.
- Interpret information about environmental practices and recycling programs in Japan based on the site [こどもエコクラブ \(www.env.go.jp/kids/ecoclub/index.html\)](http://www.env.go.jp/kids/ecoclub/index.html). [C1, C14]
- Compare environmental practices in Japan and the United States, and write an article about it. [C3, C6]
- Read an article about global warming and exchange opinions about how to protect the earth. [C1, C2]
- Create a poster to promote one action plan in order to protect the earth, and give a speech in class. [C3]

Formative Assessment:

- Small vocabulary quizzes, kanji quizzes, and chapter tests [C13]
- Narrate a story in “The Wonderful World of Sazae-san,” both orally and in writing
- Write a narration of an episode in 「となりの山田くん」
- Role-play an episode in 「となりの山田くん」and moderate discussion [C3, C13]

Summative Assessment:

Oral presentations and peer evaluations:

- Give a speech to promote one action plan to help protect the environment

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)*.

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

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.

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.

Written presentations:

- Write a letter of encouragement to a movie character in 「十五才:学校IV」 [C3, C13]
- Write a compare-and-contrast article about environmental practices in Japan and the United States [C3, C6, C13]

Interpersonal Communication:

- Individual or small-group oral interviews [C2, C13]

Interpretive Communication:

- Read articles related to environmental issues and answer questions
- Listening comprehension test on news items about bullying in Japan [C1, C13]

References

Main Textbooks: [C10]

Hatasa, Hatasa, and Makino. *Nakama 2: Japanese Communication, Culture, Context*. Houghton Mifflin, 2000.

Kano, et al. *Basic Kanji Book, Volume II*. Bonjinsha, 2005.

Other Materials: [C10]

山田洋次 監督、映画「15才:学校IV」2000.

Hasegawa. “The Wonderful World of Sazae-san.” Kodansha International, 1997.

高畑勲 脚本監督、アニメ映画「ホーホケキョとなりの山田くん」1999.

The Japan Forum. “The Way We Are 2005”: 伝えたい私たちの素顔.

The Japan Forum. “The Way We Are: Photo Essays of High School Students in Japan.”

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)*.

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.

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.

www.tjf.or.jp/thewayweare/index.html

ECIS インターネット放送局

<http://opal.ecis.nagoya-u.ac.jp/~jems/hosokyoku/bangumi.html>

朝日小学生新聞

www.asagaku.com/shogakusei.html

中日こどもタイムズ

www.chunichi.co.jp/kodomo/

Jim Breen's WWWJDIC Japanese Dictionary Server

www.csse.monash.edu.au/~jwb/wwwjdic.html

日本語読解学習支援システム:リーディングチュウ太

<http://language.tiu.ac.jp/>

Nippon VoiceBlog: Japanese Narration Voice-Blog

www.voiceblog.jp/nippon/

AJALT 歳時記

www.ajalt.org/saijiki/index.html