

# AP<sup>®</sup> Japanese Language and Culture: Syllabus 3

## Textbook and workbook

Yasu-hiko Tohsaku. *Yookoso! Continuing With Contemporary Japanese, 2nd ed.*  
New York: McGraw-Hill College, 1999.

## Organization of syllabus

I. General description of activities

II. Descriptions of the textbook chapters

- A. General description of section quiz-preparation activities
- B. Examples of summative quizzes for each section of each chapter
- C. Examples of entire chapter summative assessments

## Timeline

Class meets daily for 55 minutes for approximately 33 weeks (the AP<sup>®</sup> Japanese Language and Culture Exam is approximately three weeks prior to the end of school).

There will be one week each devoted to state-mandated testing (CSAP) and first-semester finals, which leaves approximately 31 weeks of instructional time.

Four textbook chapters are to be completed this year, as well as the activities outlined below under General Description of Activities. Each textbook chapter will take an average of 5 weeks to complete, totaling 20 weeks of instructional time. Some of the activities listed below will be integrated into the chapters. The remaining 11 weeks of instructional time will be devoted to completing the activities listed below.

## I. General Description of Activities

With only rare exceptions, the class will be conducted entirely in Japanese.

In addition to completing *Yookoso! Continuing with Contemporary Japanese*, you will do the following:

**Kanji (interpretive, presentational):** In order to learn kanji, students will use pencil and/or brush and paper, and kanji-practice Web sites. Students will have ~10 kanji quizzes this semester, each quiz testing their ability to write ~30-40 kanji. Some kanji quizzes will consist of kanji chosen by me; other kanji quizzes will consist of kanji chosen by students. In addition to learning the selected kanji from the textbook, focus will be placed on learning the AP Japanese kanji. Students will learn components of kanji (radical), group kanji based on the component (radical), etc., and practice guessing the meaning of kanji based on the context and/or components of the kanji.

**Pair work (interpersonal, cultural competence, communities):** Occurring on a regular basis and throughout the school year, this will include activities such as impromptu discussions on a given cultural topic, interviews with classmates or Japanese-speaking community members, e-mail correspondence with classmates and students in Japan.

**Speeches/presentations (interpersonal, interpretive, and presentational; comparisons, cultural competence):** Students will be asked to give between 5 and 10 short speeches or presentations. For example, they will give a presentation explaining an upcoming holiday or event in Japan, a speech comparing school in Japan and America, and a speech describing Boulder High School. Some of these speeches or presentations will be written first (The script of speech is required to be typed the script) and then performed, others will be done without a written script (A prompt, such as a picture, will be given). Students are required to use computer applications (PowerPoint) in their presentations.

**Internet, newspaper, magazine, manga readings (interpretive, interpersonal; cultural competence):** Students will frequently read short articles from the Internet, newspapers and magazines. First, students will engage in pre-reading and pre-listening activities that elicit schemata to help students comprehend the text. Then, they will answer comprehension questions.

**Translations (interpretive, presentational; cultural competence, communities):** Students will do several small translations of well-known mukashibanashi such as Momo Tarô, Yuki Onna, Urashima Tarô, Kasa Jizô, and Kintarô. Near the end of the year students will create kami shibai storyboards to retell the story. Students will present their kami shibai to Japanese 3 and then to first graders, who have been studying Japan this year.

**Projects (interpretive, interpersonal, presentational; comparisons, cultural competence, connections):** Students will do several kanji projects that will help them learn to use kanji dictionaries. Students will also do activities such as skits, role-plays, artwork, and research projects on the internet.

**Listening practice (interpretive, cultural competence):** Students will view videos and movies, and answer comprehension questions. Before viewing videos and movies, students will engage in pre-reading and pre-listening activities that elicit schemata to help students comprehend the material. You will also answer comprehension questions from listening comprehension exercises taken out of *Yookoso!* and other sources.

## II. Descriptions of the Textbook Chapters

### A. General description of section quiz-preparation activities

1. At the beginning of each section a general description of the section quiz is given along with the scoring rubric to be used.
2. Activities from the textbook and workbook introduce and practice section vocabulary and patterns. These activities are both written and oral.
3. Supplemental handouts and activities are performed. For example, students engage in

interpretive, interpersonal, and presentational activities, using mini-white boards for a variety of activities, participating in games to practice vocabulary and patterns, and using picture panels such as *Deai: The Lives of Seven Japanese High School Students* (The Japan Forum, Tokyo, 2001).

4. As part of learning vocabulary, students will practice kanji, focusing on recognition and pronunciation.

5. A formative quiz or formative quizzes over vocabulary and expressions will be given weekly.

## Chapter 4: The Body and Health

**Chapter overview:** Students will talk about body and health, talk about feelings and emotions, learn to express analogy and exemplification, learn how to describe attributes, learn to use the causative verb forms, learn to express expectation, learn to scan medical advice, learn to buy medications at a drug store, and learn how to describe their condition.

### Section 4A Assessment

Pt. 1: Students will draw a picture of a person based on a physical description they have heard. (interpretive)

Pt. 2: Students will describe a person from a given picture, using patterns of analogy and exemplification and describing attributes. (presentational)

### Section 4B assessment:

Describe pictures of people and settings using expressions from 4B (talking about appearance). For example, a picture of a smiling couple could be described: 'They look happy.' (presentational)

### Section 4C assessment:

In pairs, using the computer, student A and student B look at a description of five "ailments" that afflict hard-working students as they toil through school. Student A and student B must use the causative pattern and state (recorded by microphone) what they would have the ailing students do to improve their situations. Each student in the pair must make a statement about each of the five "ailments" and comment on their partner's statements. (interpersonal)

### Chapter 4: Entire chapter summative assessment examples

\* Note: a separate summative kanji and vocabulary quiz will be given prior to the assessments listed below. Where applicable, kanji will also be a requirement on the assessments listed below.

1. You are interested in helping the school district make Boulder High School a healthier place. You will interview your classmates to find out how healthy he or she is on school days. For example, you could ask about sleep habits, study habits or food. Write five questions that you will ask three classmates. Then, write down his or her responses. You will also answer classmates' questions. When finished, compile your data into a chart.

**Additional assignments:** 1) based on the results (interpretive), write five things that you

would make students do to improve their bad habits (presentational); 2) After reading or listening to descriptions of Japanese students' habits (interpretive), write or present a comparison of Japanese and American habits (presentational, comparisons)

2. We will welcome a group of exchange students to our school for a six-week stay later this year. Look at their pictures. We anticipate that the students will experience some degree of physical and/or emotional difficulties while they are here. In order to help the students, you need to identify five potential problems and then give them advice about how to deal with the problems.

Requirements:

- Describe the students' appearance.
- Identify at least five potential problems.
- Provide at least two pieces of advice for each problem and what you would have the students do to remedy the problem.
- Advice must be culturally sensitive--remember that your guests are Japanese when you give advice.

3. Use the tests provided in the *Instructor's Manual* that accompanies the textbook.

## Chapter 5: Life and Careers

**Chapter overview:** Students will talk about life experiences and events, talk about careers and occupations, express respect, use passives, read and create biographies, create an autobiography, and practice interviewing for a job. Students will also discuss when and why honorific and humble forms are used. They will compare politeness expressions in English and Japanese languages and discuss similarities and differences.

### **Section 5A assessment:**

Write a brief outline of your life. Include birthplace; birth date; where you've lived; what schools you've attended; at what age you became able to walk, talk, and drive; and what you liked to do when you were younger. (presentational)

### **Section 5B assessment:**

Read a description of a well-known Japanese person and answer the questions in English. (interpretive)

### **Section 5C assessment:**

Pt. 1. You are interviewing a Japanese famous person (writer, Prime Minister, president of a Japanese company, such as Toyota and Sony.) Think about what type of language you need to use and prepare a list of five questions to find out the person's life. Include questions about graduation, work, marriage, and retirement. Pt. 2. The person will ask you some questions. Answer his/her questions using the appropriate forms. (interpersonal)

\* Note: a separate summative kanji and vocabulary quiz will be given prior to the assessments listed below. Where applicable, kanji will also be a requirement on the assessments listed below.

## **Chapter 5: Entire chapter summative assessment examples**

1. A. In anticipation of a trip to Japan where you'll be staying with a Japanese family, prepare an outline of your life. Also mention your plans after high school. Use the 'become able to' pattern, and the passive (adversive).

1. B. Look at the pictures of a person (someone who seems to be a very important person) and imagine what kind of life he or she has lived based on the pictures. Use your imagination. Include honorifics, adversive passives, "become able" to expressions.

2. Use the tests provided in the *Instructor's Manual* that accompanies the textbook.

## **Chapter 6: Communication and Media**

**Chapter outline:** Students will talk about telecommunication, the postal service, media, entertainment, and journalism. Students will also learn more about expressing respect; and learn how to make a phone call.

### **Section 6A assessment:**

Listen to a conversation about the high cost of using cell phones and answer the questions in English. (interpretive)

### **Section 6B assessment:**

Fair or not, postal workers are often portrayed as unhappy with their work. Imagine you are working at a post office. Describe two things that you are made to do. Describe what you would like to have done to improve your situation. (presentational)

### **Section 6C assessment:**

Using the computer, read the opinions of a television critic about various types of programming offered on television. Then e-mail your assigned partner to discuss what the critic had to say. You must agree or disagree and give support of your opinion for each of the critic's statements. (interpersonal)

\* Note: a separate summative kanji and vocabulary quiz will be given prior to the assessments listed below. Where applicable, kanji will also be a requirement on the assessments listed below.

## **Chapter 6: Entire chapter summative assessment examples**

1. A. Your parents are always making you do things that you don't want to do. Tell Sensei three things in complete sentences that your parents make you do. Example: I was made by my mom to clean my room everyday (oral presentational)

1. B. Listen to what Sensei is doing this summer. Then, summarize what you've heard. (interpretive, presentational)

1. C. You are sick. Write two things that you want your friends to do for you. Use the pattern learned in this chapter. (written presentational)

1. D. Record a conversation with your assigned classmate describing under what conditions you would do the following: buy a new cell phone, go skiing, study Japanese. For example: If

it snows, I will go skiing. (interpersonal)

2. Use the tests provided in the *Instructor's Manual* that accompanies the textbook.

## Chapter 7: Nature and Culture

**Chapter outline:** Students will talk about geography, environment and nature, culture and customs. They will learn Japanese geography. For instance, students will learn basic terms and facts about Japanese geography, including its geographical features, climate, and industries. Students will also learn Japanese custom and religions. For instance, they will learn religion of Japan, how religion relates to/affects Japanese people's life and their perception of nature. Students also learn to present opinions clearly and logically.

### **Section 7A assessment:**

In pairs: Each student will receive a picture of a place that you will describe to your partner. Your partner will draw a picture based on what he or she hears and will ask for clarification if needed. (interpersonal)

### **Section 7B assessment:**

Describe what kinds of animals live or used to live in the following places: forests, rivers, plains, and swamps. (presentational)

### **Section 7C assessment:**

Listen to a person talk about customs and religions in Japan. Answer the questions in English. (interpretive)

- Note: a separate summative kanji and vocabulary quiz will be given prior to the assessments listed below. Where applicable, kanji will also be a requirement on the assessments listed below.

## **Chapter 7: Entire chapter summative assessment examples**

1. First, conduct research on one of Japanese prefectures, using on-line resources/documents and write a report (the report should be typed). Then, make a presentation to your class. Include the location of the prefecture, climates, industries, and suggestions about what to do when your classmates visit there. Use patterns learned in the chapter. Be prepared to answer your classmates' questions about the presentation. (interpersonal).

As a listener (interpretive) to your classmates' presentations, you will be required to ask two questions. (interpersonal).

2. Use the tests provided in the *Instructor's Manual* that accompanies the textbook.