AP Japanese B (Upper School) Syllabus

INSTRUCTOR INFORMATION

Please go to your course to access detailed instructor information.

CONTACT INFORMATION

Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response at that time, please reach out again just in case I did not get your message.

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including Google Docs. Learners must be equipped with a means to capture images, and mobile phones are a suitable option.

COURSE DESCRIPTION

AP® Japanese Language and Culture is designed to provide students with a learning experience equivalent to that of a college-level course. The course develops proficiency across the three modes of communication—interpretive, interpersonal, and presentational—as described in the ACTFL Performance Descriptors for Language Learners.

In addition to communication, the course addresses the other goal areas of the Five C's: developing cultural competence, making connections to other disciplines, comparing Japanese language and culture with students' own languages and cultures, and using Japanese in multilingual communities beyond the school setting.

The course is conducted almost exclusively in Japanese to strengthen students' receptive and productive language skills while deepening the cultural knowledge necessary to communicate effectively with and understand native speakers and writers of Japanese.

COURSE GOALS

1. The course goals for listening and reading comprehension skills in this course encompass developing learners' ability to understand and interpret spoken and written Japanese language and culture. The course aims to help learners achieve a high level of proficiency in comprehending various forms of Japanese communication. In the AP Japanese course, while developing

listening and reading comprehension skills, the goal is also to foster cultural understanding and awareness. This aspect of the course emphasizes the importance of understanding not only the language but also the cultural context in which the language is used. The aim is to enable students to interpret and appreciate the nuances of Japanese communication within its cultural framework.

2. The goal for the speaking in this course is to develop learners' ability to communicate effectively in spoken Japanese across a range of topics and situations. This skill is essential for real-life interactions, as well as for success on the AP Japanese Language and Culture exam.
3. The goal for the writing in this course is to to develop learners' ability to express themselves effectively in written Japanese. This skill is essential for conveying ideas, opinions, and information in a clear and coherent manner, both in formal and informal contexts.

STANDARDS MET

This course meets World Languages Standards for California Public Schools. Specific standards met for each assignment are listed with the assignment in the course itself. Also, the complete list of course-wide standards is provided below.

Communication (Superior)

- **WL.CM1.S**
  Demonstrate understanding and infer meaning from complex, authentic, multi-paragraph texts on topics of broad general interests. Demonstrate understanding of unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise, in texts that are spoken, written, or signed.
- **WL.CM2.S**
  Participate fully and effectively in real-world, spoken, written, or signed discussions and debates, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse in informal and formal settings, and problem situations.
- **WL.CM3.S**
  Deliver complex presentations with precision of expression in culturally appropriate ways, for a wide variety of audiences, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of

specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse through spoken, written, or signed language, using the most suitable media and technologies to present and publish.

- **WL.CM4.S**
  Sustain opportunities to use culturally authentic, real-world, and academic language on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise within target-language communities in the United States and around the world.
- **WL.CM5.S**
  Demonstrate understanding of topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure).
- **WL.CM6.S**
  Communicate about topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure).
- **WL.CM7.S**
  Identify similarities and differences in sentence-level elements (morphology and syntax of common and uncommon structures) and in extended discourse (text structure) of the languages known.

Connection (Superior)

- **WL.CN1.S**
  Research, analyze, discuss, and hypothesize in the target language about topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise across disciplines.
- **WL.CN2.S**

Research, analyze, discuss, and hypothesize in the target language about diverse perspectives and distinctive viewpoints on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized, professional, and academic expertise language through authentic materials from the target cultures.

Culture (Superior)

- **WL.CL1.S**
  Improvise in culturally appropriate ways in unfamiliar and unpredictable situations, in informal and formal settings, and in specialized academic and professional contexts.
- **WL.CL2.S**
  Research, analyze, discuss, and hypothesize about the relationships among target cultures' wide ranges of products, practices, and perspectives—concrete and abstract, general and specialized, and academic and professional—from different viewpoints in culturally appropriate ways.
- **WL.CL3.S**
  Research, analyze, discuss, and hypothesize about the products, practices, and perspectives of the target cultures—comparing concrete and abstract, general and specialized, and academic and professional topics with the mainstream cultures of the United States, and the students' own cultures.
- **WL.CL4.S**
  Research, analyze, discuss, and hypothesize about a wide range of products, practices, and perspectives—including concrete and abstract, general and specialized, and academic and professional— and how they change when cultures come into contact.

REQUIRED TEXTS

All materials are available online in the course. Access to the internet is required. Also, please refer to the RESOURCES/MATERIALS USED IN THIS COURSE section below.

COURSE OUTLINE

AP Japanese offers six exciting themes to explore:

1. Families and Communities
2. Language and Culture
3. Art and Creativity
4. Science and Technology
5. Contemporary Life
6. Global Contexts

In AP Japanese A, learners dive into the first three themes. Then, in AP Japanese B, learners delve into the other three themes.

Throughout the course, students engage in interdisciplinary learning by exploring Japanese language and culture through perspectives from sociology, literature, history, visual arts, science, technology, environmental studies, and contemporary global issues.

[Unit 4: Science and Technology]

- Block 1: Smartphones
    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)
    - Writing Assignment (Engage in writing practice)
- Block 2: Inventions
    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)
    - Writing Assignment (Engage in writing practice)
- Block 3: Good Design
    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)
    - Writing Assignment (Engage in writing practice)
- Block 4: Artificial Intelligence
    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)
    - Writing Assignment (Engage in writing practice)

[Unit 5: Contemporary Life]

- Block 5: Education System

    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)
    - Writing Assignment (Engage in writing practice)
- Block 6: Ikigai
    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)
    - Writing Assignment (Engage in writing practice)
- Block 7: Midterm Project
    - Express thoughts and discoveries about the learner's ikigai in a written reflection while sharing anecdotes or examples
- Block 8: Digital Age
    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)
    - Writing Assignment (Engage in writing practice)
- Block 9: Diversity
    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)
    - Writing Assignment (Engage in writing practice)

[Unit 5: Global Contexts]

- Block 10: Climate Change
    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)
    - Writing Assignment (Engage in writing practice)
- Block 11: SDGs
    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)
    - Writing Assignment (Engage in writing practice)
- Block 12: Health Crisis
    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)

    - Writing Assignment (Engage in writing practice)
- Block 13: Aging Society
    - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
    - Speech Assignment (Engage in speaking practice)
    - Writing Assignment (Engage in writing practice)
- Block 14 & 15: Final Project
    - Conduct research on a global challenge of the learner's choice, then create a slide presentation featuring written Japanese sentences to illustrate their findings, followed by verbally presenting them.

RESOURCES/MATERIALS USED IN THIS COURSE

[Unit 4: Science and Technology]

- Block 1: Smartphones
    - Video: Make your smartphone close by
    - Video: The Evolution of Mobile Phones - 30 Years of Progress
    - Video: Heartwarming Commercial - docomo 'Someday, it will become the norm'
    - Reading: How our lives have changed with smartphones
    - Video: Smartphones
    - Slide Presentation: Smartphones
    - Video: I learned how to… you ni natta/ I want to be able to… you ni naritai
- Block 2: Inventions
    - Video: Top 7 Japanese Inventions That Changed The World
    - Video: The things invented by Japanese people
    - Video: The Shinkansen Story
    - Video: Top 8 Recommended Rice Cookers
    - Video: UMAMI: The 5th Taste, Explained
    - Video: The Story of Walkman
    - Video: How QR codes were invented!
    - Reading: Inventions from Japan That Changed the World
    - Video: Inventions
    - Slide Presentation: Inventions
    - Video: How to say "I CAN" in Japanese
    - Article: Potential Form
- Block 3: Good Design
    - Video: Family-type robot LOVOT
    - Video: Fall in love with LOVOT

    - Video: I Wore Smart Glasses for 100 Hours... This is What Happened
    - Video: Understanding the Basics of Smart Glasses
    - Article: Japanese Temples Redistribute Donations to Fight Child Poverty
    - Video: What is the Otera Oyatsu Club?
    - Reading: Things and services that help with daily life
    - Video: Good Design Part 1
    - Video: Good Design Part 2
    - Slide Presentation: Good Design
    - Video: okage de: How to express gratitude towards someone in Japanese
- Block 4: Artificial Intelligence
    - Video: COCORO WASH
    - Video: AIoT Solution COCORO WASH
    - Video: Making Roomba & Braava Even More Convenient
    - Video: Living Together, Got it! The Real Story of Roomba
    - Video: Air Conditioner - Introducing Daiseikai 'AI Comfort'
    - Video: New System Released to Combat Customer Harassment in Call Centers
    - Reading: What are some everyday items or services powered by AI?
    - Video: Artificial Intelligence
    - Slide Presentation: Artificial Intelligence
    - Video: -tari -tari

[Unit 5: Contemporary Life]

- Block 5: Education System
    - Article: Japanese Educational System
    - Video: Random Day At School - Japan High School Exchange
    - Video: Day in the Life of a Typical Japanese University Student
    - Video: Study Manga and Japanese at Yokohama Design College
    - Video: Japanese high school sports festival! Sports Festival!
    - Video: Japan high school graduation ceremony
    - Reading: Japanese Education System
    - Video: School System
    - Slide Presentation: School System
    - Article: A wa B to natteiru
    - Video: -to iwareteiru
- Block 6: Ikigai
    - Video: IKIGAI - A Japanese Philosophy for Finding Purpose

    - Video: Ikigai - The Secret to a Purposeful Life
    - Article: When I feel a sense of purpose
    - Video: What is your IKIGAI? The IKIGAI of elderly Japanese people.
    - Video: Live to 100 - Secrets of the Blue Zones
    - Reading: Ikigai
    - Video: Ikigai
    - Slide Presentation: Ikigai
- Block 7: Midterm Project
    - Learners are responsible for preparing the materials for their project independently
- Block 8: Digital Age
    - Video: What are the differences and pros and cons of remote work and telework?
    - Video: Online Learning Courses - Gather on the Net and Learn Together with Fellow Students at N High School and S High School
    - Video: The Calligraphy YouTuber's Smartphone-Based "Shodo" Authentic Classroom - What's the Inspiration?
    - Video: Driving Schools Experience Twofold Increase in Students through Online Lessons
    - Reading: Advantages and Disadvantages of Bringing Lives Online
    - Video: Digital Age
    - Slide Presentation: Digital Age
    - Video: Yasui & Nikui
- Block 9: Diversity
    - Video: The Increasing Number of Foreign Exchange Students - What is Their Daily Life Like?
    - Video: The number of foreign workers exceeds 2 million for the first time, reaching an all-time high
    - Video: Blind Parents with Two Children: The Shape of Family Life
    - Video: Promotional Video for Multicultural Coexistence
    - Reading: Multicultural Society - Japan
    - Video: Diversity
    - Slide Presentation: Diversity

[Unit 6: Global Contexts]

- Block 10: Climate Change
    - Video: What is climate change?
    - Video: Extreme weather worldwide: Europe suffers devastating damage from torrential rain

    - Video: Global Warming - United Nations Sounds Alarm - Worldwide Extreme Heat Linked to More Than Just Global Warming
    - Video: Environmental Issues Explained in 5 Minutes – Let's Protect the Future of Our Planet Together
    - Reading: What is Abnormal Weather? Causes and Future Outlook
    - Video: Climate Change
    - Slide Presentation: Climate Change
- Block 11: SDGs
    - Video: A Look at the Sustainable Development Goals
    - Video: Red Alert - How to meet the Sustainable Development Goals together
    - Video: What are SDGs?
    - Video: Japan's Efforts Toward Achieving the SDGs
    - Video: SDG Goal 1 No Poverty
    - Reading: What We Can Do for the World
    - Video: SDGs
    - Slide Presentation: SDGs
    - Video: tameni
- Block 12: Mental Health
    - Video: Why you should take a break: Prioritizing mental health in schools
    - Video: The human brain and its link to mental health
    - Video: 12 Signs of Mental Fatigue
    - Relaxation Class for When Your Mind is Tired
    - Reading: Stress and Mind
    - Video: Mental Health
    - Slide Presentation: Mental Health
    - Article: Japanese Conditional Form '~ to'
    - Article: How Conditionals Work in Japanese
- Block 13: Aging Society
    - Article: Aging and Health
    - Article: Fact Sheet - Aging in the United States
    - Video: How an aging population will change the world
    - Video: How is Japan dealing with its rapidly aging population?
    - Video: The new aging society guided by Japanese technology
    - Video: What is an aging society, super-aging society, and ultra-aging society?
    - Reading: Challenges in an ultra-aging society
    - Video: Aging Society

    - Slide Presentation: Aging Society
    - Article: ‘da’ - Japanese Word for Present/Positiveness with a "Punch"
    - Video: Japanese ending particle - Desu & Da
- Block 14 & 15: Final Project
    - Learners are responsible for preparing the materials for their project independently

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Each BLOCK in a course is worth about 1 week of work during the regular semester. You can find our suggested pacing guide at ileadonline.org under ‘CALENDARS’. It is highly recommended that learners follow the pacing schedule posted. Please be sure to check in with your teacher of record (coach/EF/Guide/ES) for guidance with scheduling.

This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

Learners are expected to participate in the course via email, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work. Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time. Learners are expected to communicate with their instructor and each other in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications**. If you are emailing or messaging your instructor or each other, please be sure they know who you are and what class you’re in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot

opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.

3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chat room settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.
5. **Respect others' voices and be kind.** We all come from different backgrounds and have our own stories. Assume the best of each other and always be kind in your communication.
6. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
7. **Practice Patience.** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book. An overall grade in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS

All work must be submitted to Brightspace, our learning management system. This is very important for record keeping and compliance. You have access to directions on how to do this in the 'Course Resources' folder of this class and in your Orientation class. If you need any help submitting work, please reach out to your instructor and we will make time to ensure that you're able to turn in work to Brightspace.

HONESTY AND PLAGIARISM

Academic Integrity is essential to authentic learning. We want you to get the most out of your courses, and a BIG part of that is learning how to:

1. Come up with your own ideas
2. Use technology (like AI and other online resources) to inform your original ideas
3. Research in ways that help you develop your thoughts
4. Give credit where credit is due
5. Explore and use tools (like AI, citation generators, etc.) that help you grow as a person and a learner

Please review this resource for more information on plagiarism and this guide for choosing, using and citing resources.

Our goal is to support you so that you can learn in a meaningful, authentic way. Any plagiarized work (this includes work generated solely by AI) will be given a zero and referred to your EF/COACH/GUIDE for review. From there we will work with you to support you as best we can.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. FERPA INFO