

AP Japanese A (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 is designed to provide learners with a learning experience equivalent to that of a college course, which prepares them to perform at the Intermediate Mid range across the three communication modes (interpretive, interpersonal, and presentation) as described in the ACTFL Performance Descriptors for Language Learners. In addition to communication, the course also addresses other goal areas of the five C's: Communication, Cultures, Connections, Comparisons, and Communities. The course is conducted mostly in Japanese 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.

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 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.

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: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges. In AP Japanese A, learners dive into the first three themes: Families and Communities, Personal and Public Identities, and Beauty and Aesthetics. Then, in AP Japanese B, learners delve into the other three themes: Science and Technology, Contemporary Life, and Global Challenges.

[Unit 1: Families and Communities]

- Block 1: Family
 - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Engage in writing practice)
- Block 2: Traditions and Celebrations

- Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
- Speech Assignment (Engage in speaking practice)
- Writing Assignment (Engage in writing practice)
- Block 3: School Life
 - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Engage in writing practice)
- Block 4: Communities
 - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Engage in writing practice)

[Unit 2: Personal and Public Identities]

- Block 5: Vertical Society
 - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Engage in writing practice)
- Block 6: Modesty
 - 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
 - Create a Cultural Perspective Presentation on Japanese housing and architecture, conveying their personal viewpoint through a standard video or audio recording.
- Block 8: Famous People
 - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Engage in writing practice)
- Block 9: National and Ethnic Identities
 - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
 - Speech Assignment (Engage in speaking practice)

- Writing Assignment (Engage in writing practice)

[Unit 3: Beauty and Aesthetics]

- Block 10: Seasonal Appreciation
 - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Engage in writing practice)
- Block 11: Traditional Art
 - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Engage in writing practice)
- Block 12: Modern Art
 - Comprehension Assignment (Engage in vocabulary, grammar, listening, and reading practice)
 - Speech Assignment (Engage in speaking practice)
 - Writing Assignment (Engage in writing practice)
- Block 13: Pop Culture
 - 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
 - Compare and contrast Japanese culture with the learner's own, 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 1: Families and Communities]

- Block 1: Family
 - Article: Family and Values and Traditions
 - Article: What's Nisetai Jyuutaku?
 - Video: Our multi-generational family life.
 - Article: Japanese 'oyakoukou' – being dutiful towards one's parents
 - Video: Sazae-san
 - Video: Family
 - Slide Presentation: Family

- Block 2: Traditions and Celebrations
 - Article: Celebrating Japanese Traditions with Your Family
 - Video: All Japanese Traditional Holidays Explained!
 - Video: 18 Japanese Seasonal Festivals Explained and Their History
 - Video: SETSUBUN - Japanese Cultural Event
 - Video: Learn Japanese Holidays - Shichi-Go-San
 - Video: What's "White" about Japanese White Day?
 - Video: Valentine's Day
 - Video: To Give and Receive in Japanese: Learn ageru/kureru/morau
 - Video: Traditions and Celebrations
 - Slide Presentation: Traditions and Celebrations
- Block 3: School Life
 - Video: Japanese High School Life
 - Video: Come to School with Me!
 - Video: Seishun Academy 101: Come To School With Us
 - Video: The Strictest School Rules of Japan!
 - Video: The Problems of Japanese School Rules
 - Video: 10 Japanese School Rules That Are Strange, But True
 - Article: School Life in Japan
 - Video: School Life
 - Slide Presentation: School Life
- Block 4: Communities
 - Article: What is Chonaikai (Neighborhood Associations) and How Can Foreigners Join?
 - Article: Community Groups Provide Lifelines in Many Ways
 - Video: What local Japanese Festivals are like now
 - Article: Memories for Children - Local Summer Festival Made from Scratch by Residents
 - Video: Let's try doing crime prevention volunteering
 - Video: Volunteer activities starting from now
 - Video: Sports and Health Community Development Video
 - Video: What a typical Tokyo neighborhood is like
 - Video: Moving to the Japanese countryside
 - Video: Communities
 - Slide Presentation: Communities

[Unit 2: Personal and Public Identities]

- Block 5: Vertical Society
 - Article: Japan's Vertical Society and Social Ranking

- Article: Hierarchy, or Jouge-kankei
- Video: What's Senpai Kohai In Japan~Hierarchical Relationships~
- Video: The Culture of Respect
- Article: In Japan the customer is God
- Video: Japanese Department Store: Daily Opening Ritual
- Video: Job Seniority System in Japan
- Article: Keigo - the Honorific Speech in Japanese
- Video: Keigo Practice - Brush Up on Keigo Using Real Examples from TV!
- Video: Vertical Society
- Slide Presentation: Vertical Society
- Slide Presentation: Honorific Forms of Nouns and Adjectives!
- Block 6: Modesty
 - Article: What is "kenson"?
 - Article: Kenson/Kenkyo
 - Video: Nihon no Bunka "Kenson
 - Video: Improve Your Japanese - Kenson
 - Video: Japanese humility
 - Video: Modesty
 - Slide Presentation: Modesty
- Block 7: Midterm Project
 - Learners are responsible for preparing the materials for their project independently
- Block 8: Famous People
 - Article: The Famous People - Japanese
 - Video: Shohei Ohtani's Interview – What's His Routine Like in Everyday Life?
 - Video: How the inventor of Mario designs a game
 - Video: The Life of Naomi Osaka
 - Video: Yoko Ono - the Untold Truth
 - Video: Famous Japanese Person?
 - Article: Top 10 Most Influential Japanese Celebrities Now
 - Reading: Famous Japanese People
 - Video: Famous People 1
 - Video: Famous People 2
 - Slide Presentation: Famous People
 - Article: Using the Passive Voice in Japanese
- Block 9: National and Ethnic Identities
 - Video: What's it like being a foreigner in Japan?

- Article: Hafu: The Ups and Downs of Being 'Half Japanese' in Japan
- Article: Why do some in Japan's hafu community say some mixed-race people say they feel like foreigners in their own country?
- Video: A trailer for the film "Hafu"
- Video: Half Black Half Japanese Documentary
- Reading: Hafu? Mikkusu? Daburu?
- Video: Learn Japanese - "should do" and "shouldn't do"
- Video: National and Ethnic Identities
- Slide Presentation: National and Ethnic Identities

[Unit 3: Beauty and Aesthetics]

- Block 10: Seasonal Appreciation
 - Video: Going To A Cherry Blossom Festival In Japan
 - Video: Top 10 Autumn Color Spots in Japan
 - Video: Snowy Scenery in Shirakawa-go
 - Video: Tsuyu "梅雨" ~The Rainy Season in Japan~
 - Article: Haiku Poem: Definition, Format, History, and Examples
 - Video: Understanding Kigo - The Seasonal Essence of Haiku
 - Reading: Nature's Gifts
 - Video: Seasonal Appreciation
 - Slide Presentation: Seasonal Appreciation
- Block 11: Traditional Art
 - Article: 6 Traditional Japanese Art Styles and Where to See Them
 - Video: Sado - the Way of Tea
 - Video: Shodo Brush Calligraphy – Writing from the Heart
 - Video: Ikebana - Japanese art of flower arrangement
 - Video: Why Bonsai Are So Expensive
 - Video - Ukiyo-e Explained
 - Video: The Printing Process of Japanese Woodblock Prints
 - Video: HIROSHIGE: Van Gogh's Favorite Japanese Artist
 - Reading: Ukiyo-e to wa?
 - Video: Traditional Art
 - Slide Presentation: Traditional Art
 - Article: How to use youni, youna, and youda in Japanese Grammar
- Block 12: Modern Art
 - Video: Yayoi Kusama Yayoi Kusama – Obsessed with Polka Dots
 - Video: Yayoi Kusama Artworks
 - Video: Takashi Murakami
 - Video: The Hysteria of This Flower Explained

- Video: Yoshitomo Nara - All My Little Words
- Video: Haze Days: The Unique Method of Yoshitomo Nara
- Video: Artist Tabaimo
- Website: Tabaimo
- Video: Tatsuo Miyajima: Innumerable Life
- Video: Tatsuo Miyajima: Art in You
- Reading; Japanese Modern Artists
- Video: Modern Art
- Slide Presentation: Modern Art
- Article: Japanese Grammar - Hearsay -soudesu
- Block 13: Pop Culture
 - Article: All about Japanese Pop Culture
 - Video: What is Anime?
 - Video: What is Manga?
 - Video: How Japan DOMINATED the Gaming Market?
 - Video: World Cosplay Summit 2026 Official Trailer
 - Video: How Kawaii Manipulates Your Mind
 - Video: An American professor reveals surprising features of Japanese J-POP music!
 - Reading: Japan's Pop Culture
 - Video: Pop Culture
 - Slide Presentation: Pop Culture
 - Article: Nazenara
- 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.