

# **AP JAPANESE SYLLABUS**

## **Textbook and Workbook:**

- Schaum's Outlines – Japanese Grammar, MCGRAW-HILL; New York: Keiko Uesawa Chvray, Tomiko Kuwahira
- Kanji / Kana Workbook, Tuttle Publishing; 1991, North Clarendon, Vermont; Wolfgang Hadamitzky and Mark Spahn
- Genki II – Textbook and Workbook, The Japan Times; 2000 Tokyo, Japan: Eri Banno, Yutaka Ohno, Yoko Sakane, Chikako Shinagawa, and Kyoko Tokashiki
- ACTFL – Japanese Proficiency Exam Study Guide : Levels 3, 4
- AP Kanji List

## Supplement:

- Mangajin – Basic Japanese through comics, Weatherhill Publishing; 1993, New York

## **Audio / Video:**

- Meguro Language Center
  - 200 prerecorded situational conversations w/scripts and Kanji recognition quizzes.
- Kikujiro – Selected Clips
- Japanese 101 – Podcasts and video
- NHK News – online podcast news on Japan.
- Afterlife (Wandafuru Raifu)
- Shall We Dance?
- Hotaruno Haka
- Tonari no Totoro
- Cooking Showdown
- The Seven Samurai
- The Hidden Fortress
- Japanese Drama
- Japanese commercials
- Comedies
- Music concerts
- Video conferencing via SKYPE
- National Geographic – Treasures of Japan
- Anthony Bourdain – No Reservations
  - Travel and Foods of Japan
- Kwaidan
  - Tales from the past: Ghost Stories and other tales
- Ran
- The Last Samurai
- Gake no ue no Ponyo
- Memoirs of a Geisha

## **General Overview**

**Note:** All the class instructions are given in Japanese. Students are expected to use the target language as well.

### **Objectives:**

1. To acquire culturally appropriate communication skills in the three communicative modes (stated in the Standards): interpretive, interpersonal, and presentational, for survival, personal information, and basic physical/social needs (indicated as intermediate low-mid level by ACTFL Guidelines)
2. To be able to recognize and use 400 kanji (Chinese characters)
3. To acquire cultural competence by understanding not only products and practices, but also perspectives of Japanese culture
4. To become proficient in Japanese word-processing on Microsoft Word and other tools such as PowerPoint

Students will maintain a composition book, which will reflect their comprehension and various means of communication.

All topics, themes and tasks will be student based for maximum efficiency. Stated topics and tasks are aligned with National Standards, as well as the ACTFL Proficiency Guidelines.

Class meets daily for approximately 55 minutes for 33 weeks.

State testing will be conducted for approximately one week, along with semester finals. Total instructional time – 31 weeks.

Six textbook chapters, along with other thematic activities will be included within the 31-week time period. Summer and Winter break work is required to ensure that there is enough class time to cover all necessary materials and complete all tasks and projects before the AP Exam.

Instruction will utilize a variety of media, including, but not limited to web-based kanji quizzes, computer animated software with feedback, pop / traditional Japanese music, DVDs (classic films to recent releases), situational listening exercises and timed drills. The use of multimedia and technology will be the focal point of the class, due to the nature of the AP exam.

## **Grammar Overview**

The following is a list of grammar points that each student will be able to utilize throughout the course of the program. Students are led in a guided discussion to help them understand the thought process and usage of each point. They will then utilize the information for the purpose of speeches, debates, email correspondence, etc.

### **The lists of points are as follows:**

1. Copula
  - a. Affirmative non-past
  - b. Negative non-past
  - c. Affirmative past
  - d. Negative past

- e. Tentative form
- 2. Adjectives
  - a. I
  - b. Na
  - c. (a through d; f)
- 3. Adverbs
- 4. Pronouns
- 5. Numbers, Time, Dates, Counters
- 6. Particles:
 

a. Wa	h. Ne	o. Made
b. Ga	i. Yo	p. Made ni
c. Wo	j. No	q. Yori
d. Ni	k. Mo	r. Hodo
e. E	l. To	s. Dake
f. De	m. Ya	
g. Ka	n. Kara	
t. Shika		
- 7. Conjunctions
  - a. Coordinating Conjunction
  - b. Subordinating conjunction
- 8. Verbs
 

a. Formal	d. Giving and receiving
b. Informal	e. The verbs Naru and Suru
c. Forms and Groups	
- 9. Conditional Clauses
- 10. Interrogative words
  - a. Phrases with particles
- 11. Modification of a noun
  - a. Sentence Modifier
- 12. Nominalization
  - a. Informal
- 13. Modality
- 14. Honorific Expressions
  - a. Humble Forms
- 15. Comparison
- 16. Superlative
- 17. Compound Verbs
- 18. Conjecture
- 19. Action
- 20. Permission
- 21. Prohibition
- 22. Obligation
- 23. Experience
- 24. Potential Form
- 25. Lists – Nouns, Verbs, Adjectives
- 26. So it seems
- 27. I will try to
- 28. If
- 29. Frequency of activity
- 30. Wanting someone to
- 31. It might be that
- 32. Passive Forms
- 33. Why don't you try doing it this way?

- 34. Volitional Form
- 35. I will leave it for you
- 36. Before you.../After you...
- 37. Transitivity Pairs
- 38. It would have been better if I didn't...
- 39. Honorific Verbs
- 40. Honorific – Giving Respectful Advice
- 41. Extra-Modest Expressions
- 42. Humble Expressions

- 43. Three types of Respect Language
- 44. Passive Sentences / Expressions
- 45. During
- 46. To make + Adjective
- 47. Causative Sentences and Expressions
- 48. Stern Request
- 49. Simile / Metaphors
- 50. Verb Conjugation (Causative – Passive)
- 51. Causative – Passive Sentences

## General Description of Activities:

### **KANJI (Interpretive / presentational): Kanji Practice**

After new Kanji are introduced, a variety of practice of the recognition, reading, and writing of the Kanji is done frequently in class and as homework. For example, a variety of Kanji games using Kanji cards are played to stimulate learning and help retention. Also, students discuss and share the ways to remember Kanji such as associating Kanji with pictures. Students will take Kanji quiz (recognition, reading, and/or writing) 2-3 times a week.

- Create Kanji stories with pictures for new kanji on each chapter (Students are expected to identify radicals and components and relate them in their stories) Present in class and upload on “KanjiWiki” website.
- 400 Kanji characters for the AP exam are listed by categories on the website “kantango” by the teacher. Each category, that contains 20-30 kanji, is assigned to study as homework for kanji quiz (reading/meaning only) on the following week.
- Kanji review activities: OHP, flash cards, etc. selected randomly from previous chapters

Activities will be mainly hands-on or student based. Kanji practice will be conducted in a variety of ways; Brush and paper, Kanji Workbooks and Web-based. Each kanji quiz will use context rather than the traditional method of single / combination Kanji assessment. The themes that the students are learning at the time will be the basis for each set of Kanji. The quizzes will be timed in order for the students to prepare for the AP from the beginning. At the end of each 6 weeks, the students will organize a calligraphy showcase for the program.

## **Kanji Breakdown**

### **Kanji/Vocabulary: 1<sup>st</sup> month**

**Genki II, Lesson 14:** バレンダイナー（会話文法編）

**Genki II, Lesson 13:** 日本のおもしろい経験（読み書き編）

**Recognition:** 商品、鉄腕、考える、通り、便利、次、結婚、欲しい、最新、携帯電話、最初、第一、値段、他、全部、品質、忘れる、俳句、有名、教える、本当、言葉、飛び込む、意味、頭、様子

**Production:** 物、鳥、料理、特、安、飯、肉、悪い、体、空港、着、同じ、海、昼

## Kanji/Vocabulary: 2<sup>nd</sup> month

Genki II, Unit 14: バレンタインデー (会話文法編)

Genki II, Unit 14: 悩みの相談 (読み書き編)

**Recognition:** 信じる、生活、卒業、働く、両親、地下鉄、速い、嫌い、仕事、忙しい、週末、部屋、お気に入り、喫茶店、野球、選手、遠い、最高、写真、予定、短い、髪、肩、似合う、映画、服、選ぶ、予算、品物、原宿、過ぎる、感じ、年代、試す、売り場、投げる、打つ、身長、体重、夢、席、一緒、弟、試合、将来、切符、練習、用意

**Production:** 彼、代、留、族、親切、英、店、去、急、乗る、当、音楽、医

## Kanji/Vocabulary: 3<sup>rd</sup> month

Genki II, Unit 15: 長野旅行 (会話文法編)

Genki II, Unit 15: 私が好きなところ (読み書き編)

**Recognition:** 勉強、宿題、終わる、姉、文句、電話代、活動、心配、洋服、体育、内容、相撲、力士、科目、理科、残念、養老、滝、場所、歩く、駐車場、料金、普通、直接、昔話、息子、親孝行、近く、酒、味、緑、黄色、赤、様、座る、決まる、知る、茶、弱い

**Production:** 死、意味、注、魚、寺、広い、転、借、走、建、地、足、通

## Kanji/Vocabulary: 4<sup>th</sup> month

Genki II, Unit 16: 忘れ物 (会話文法編)

Genki II, Unit 16: まんが ドラえもん (読み書き編)

**Recognition:** 冒険、政治家、法律家、家族、首都、教師、趣味、得意、最後、主婦、申し込む、用紙、交換、観光客、願う、方々、お宅、世話、一回、京都、金閣寺、兄、旅行、帰る、妹、飛行機、新幹線、会長、友好、違う、失敗

**Production:** 供、世界、全部、始、週、以、考、開、屋、方、運動、教室

## Kanji/Vocabulary: 5<sup>th</sup> month

Genki II, Unit 17: ごちとうわさ話 (会話文法編)

Genki II, Unit 17: オノ ヨーコ (読み書き編)

**Recognition:** 健康、各国、平均、寿命、男性、反対、皇居、道路、渡る、本当、作る、病気、体、旬、新鮮、取る、季節、風邪、熱、気持ち、多い、太っている、油、番組、歌手、甘い、野菜、簡単、続く、行事、記念、夢中、担任、精神、競技、競争、輪、参加

**Production:** 歳、習、主、結婚、集、発表、品、字、活、写真、歩、野

## Kanji/Vocabulary: 6<sup>th</sup> month

Genki II, Unit 18 : ジョンさんのアルバイト (会話文法編)

Genki II, Unit 18: 大学生活 (読み書き編)

**Recognition:** 都会、人口、声、暇、食事、空気、玄関、向こう、この辺、庭、台、化粧品、農家、手伝う、猫、稲刈り、僕、釣り、塩、焼く、都心、駅、戻る、必要、渋滞、自慢、大会、約、湖、遊ぶ、水泳、登山、農業、観光、中心、自然、新宿、晴れ、富士山、相撲、静か、公園、点

**Production:** 目的、力、洋服、堂、授業、試験、貸す、図書館、終、宿題

## Kanji/Vocabulary: 7<sup>th</sup> month

Genki II, Unit 19: 出迎え (会話文法編)

Genki II, Unit 19: 手紙 (読み書き編)

**Recognition:** 教育、制度、国際、情報、探す、紹介、一般、幼稚園、義務、進む、科学、数学高卒、含む、一流、大変、難しい、合格、修了、医学、系、見学、用件、学内、設備、評判、他、学部、経済、法学部、希望、案内、伺う、窓、寒い

**Production:** 花、様、不、姉、兄、漢、卒、工、研究、質問、多

## Kanji/Vocabulary: 8<sup>th</sup> month

Genki II, Unit 20: メアリーさんの買い物 (会話文法編)

Genki II, Unit 20: 猫の皿 (読み書き編)

**Recognition:** 卒業、記念、実行、委員会、屋台、食事、黒、銀、会場、飾る、招待状、準備、盆踊り、送る、泊まる、祭り、歴史、夜中、年寄り、大太鼓、囲む、焼く、金魚、祖先、墓、参り、仏壇、自慢、主人公、話題、親友、追伸、元旦、祝日、初詣、門松、お年玉、親戚、成人、仲間、節分、豆、札幌、氷、像、建国、天皇、紀元前、成長、人形、大切、呼ぶ、環境保護、文化

**Production:** 皿、声、茶、止、枚、両、無、払、心、笑、絶対、痛、最、続

## Kanji/Vocabulary: 9<sup>th</sup> month

Genki II, Unit 20 : メアリーさんの買い物 (会話文法編)

Genki II, Unit 21: 厄年 (読み書き編)

**Recognition:** 里、寝室、風呂、設備、電子、冷蔵庫、宿泊、一緒、付く、可、一階、熱帯、雨林、散歩、野外、連絡、修学旅行、日記、引率、鷺、城、周り、侍、武器、広島、姫路、平和、記念、原爆、関する、戦争、船、経験、途中、転ぶ、全員、去る、土産、年末、年始、情報、初級者、上級者、全長、銀世界、期間、営業、当日券、予報、曇り、吹雪、降雪、気温、摂氏、年越し、割引、祝う、州、実際、景色、橋、美術館、入場料、浜辺、海岸

**Production:** 記、銀、回、夕、黒、用、守、末、待、残、番、駅、説、案内、忘

## Kanji/Vocabulary: 10<sup>th</sup> month

Genki II, Unit 21 : どろぼう (会話文法編)

Unit 22 : 日本の教育 (会話文法編)

Genki II, Unit 22: これはどんな顔 (読み書き編)

**Recognition:** 成功、暇、西洋、面白い、編集室、高級、太陽光、発電、強風、初め、横断幕、地球、温暖化、防止、会議、結果、お坊さん、許可、当時、装置、電光掲示板、現象、操作、環境、過去、氷河、位置、20世紀、後半、溶ける、後退、南極、現象、大陸、陸地、沈む、真剣、問題、地域、動物、習う、形、耳、保護、袋、募金、減る、原因、団体、参加、互い、影響、倍、鶴、絶滅、羽、飢え、飢餓、人間、福

**Production:**

顔、情、怒、変、相、横、比、可、違、悲、調査、果、感、答

### Speaking / Pair-work (Interpersonal / Cultural Competence / Communities presentational /interpersonal):

Frequent discussion on the given topics such as the health issues in Japan and the U.S, TV commercials in Japan and the U.S., and future dreams, in a pair / group / whole class will be done in class. When exchange students visit our school (2- 3 times during the course), they will join the discussion. The conversation are evaluated occasionally.

- Pair work based on activities from the textbook and Meguro Learning Center Situational Scripts (Students are frequently encouraged to expand conversations by asking follow up questions.)
- Narrative A: Students describe pictures (taken from websites such as “DEAI”) projected on the screen (activity example: In pairs, each student describes the picture for a minute, then share in class.)
- Narrative B: Students describe sequence of four pictures of *yon koma manga* from the website “mangarama”) in pairs/small groups
- One-minute Speech: Students talk about the topic given or they pick
- Role plays: Students perform role plays. They present in class, or upload sound files on Moodle site
- Oral presentation of integrated projects in front of the class
- Sound file posting: Talk about assigned topics individually or in pairs, create sound files, and post them on Forum discussion on Moodle for exchanges with students in Japan

Each student “team” will be responsible for a variety of on-going tasks throughout the year which include, but are not limited to; Email correspondence with students from Japan and other Japanese programs throughout the United States; Daily blogs in Japanese; discussions on cultural topics; Realia Exchange with students from Japan, and video messaging.

### SPEECHES / PRESENTATIONS: (Interpersonal / Interpretive / Presentational):

At least one presentation such as skit, role play, research project, and Kami shibai per quarter will be assigned and evaluated according to the rubrics. When exchange students visit our school (2- 3 times during the course), they are invited to watch the presentation as the audience. Students will use visual aides or powerpoint for the presentations.

Throughout the course of the school year, there will be approximately 8 compare and contrast / debate speeches that each student will be responsible for presenting. Each speech will pertain to a variety of topics in Japan and / or another country. Speeches will be written out using Japanese word processors along with approximately five to ten discussion questions. The use of images via LCD projector will be mandatory and PowerPoint will be strongly encouraged.

### **READING: INTERNET, NEWSPAPER, MAGAZINE, MANGA (Interpretive / Interpersonal / Cultural Competence):**

Students will be offered different types of reading such as short stories, e-mails from Japan, poems, haiku, and short articles from Internet, newspaper, and magazine on a regular basis. Pre-reading activities will be conducted first to help students better understand the reading. After reading, students are given follow up assignments such as answering comprehension questions and writing summary / reflections.

- Reading exercises in the textbook/workbook
- Additional reading assignments from supplemental books : 初級で読めるトピック 25 (スリーエーネットワーク) and 日本語中級読解入門 (アルク)
- Reading forum postings by Japanese students on Moodle
- Reading essay postings by classmates and post comments
- Authentic materials such as articles from online “*shougakusei shinbun*” and “TBS News” are used. Pre-reading activities include introduction of the topic with new vocabulary. Comprehension questions in English follow to get overall message. After these activities, depending on the materials and objectives, students read in details using online tools such as “kantango” and “rikai” and answer detailed comprehension questions in Japanese or summarize in Japanese. (scaffolding)
- Skimming and scanning information on Japanese websites such as travel information and advertisement of new product

Since a wide variety of text is available online, the students will use the internet on a daily basis to discover or acquire information that is relevant to the focus of study.

In addition to the internet, each student will be required to purchase at least 2 manga (comic) books per semester for sustained silent reading, which will be conducted for twenty minutes; one day per week.

In addition, students will be given supplemental discussion topics taken from Mangajin’s “Basic Japanese through comics”(1993). This compilation of colloquial Japanese comics will assist students in understanding the nuances of Japanese as a whole.

### **WRITING / TRANSLATIONS (Interpersonal, Interpretive, Presentational, Cultural Competence, Community):**

This will include journal and essay writing, and E-mail exchange with middle and high school students in Japan on a variety of cultural topics in a regular basis. Also, students will make at least one story such as Mukashi banashi / Kami shibai per quarter and present it in class.

- Weekly essay is assigned. Students post their essays on “Moodle”. Japanese cultural aspects are incorporated in essay topics in the same way as sample questions of the AP exam.
- Each chapter test includes an essay on a topic related to the chapter.
- Each integrated project has a writing component.



- Posting on Forum discussion on “Moodle” for exchanges with students in Japan

Students will choose from a variety of Japanese folklore and fairy tales to interpret, communicate and perform in front of their peers and younger classmen, including upcoming freshmen. The students may create various methods of communicating stories through Bunraku, Kami-shibai or other means of traditional story-telling. With each story, students must understand the tone and emotion conveyed, and utilizes various forms of music and sound to accompany each scene. The use of Japanese word processors and online dictionaries such as Jim Breen’s online dictionary will be used.

### **Steps for Mastering Expository Writing**

1. Make a basic structure.

Draw a mind map.

Write a main idea in the middle of the map and draw several lines from the main idea. At the end of each line, write related ideas.

Make a topic sentence clearly stating the main idea.

Write 2~3 supporting sentences using the related ideas from the mind map.

Supporting sentences effectively uphold and reinforce the main idea.

You may use the transitional words in the second or third supporting sentences.

そして、それから、そのうえ

2. Expand the basic structure.

Add two or three additional sentences of examples that support each support sentence.

You may use the transitional words, たとえば、

You may write data & stats.

You may write what people do and don’t

You may write what is or isn’t necessary

3. Create a short ‘sum-up” paragraph.

Write comparative reference. ～より、ほど、おなじ

Support the topic sentence.

### **LISTENING PRACTICE (Interpretive / Cultural Competence)**

Students will frequently watch movies, TV shows, TV commercials and also listen to the Adventures in Japanese CDs for comprehension practice. Pre-listening activities will be conducted first to help students better understand the listening. After listening, students are given follow up assignments such as answering comprehension questions and writing summary / reflections.

- Listening exercise in the workbook with accompanied CD
- Listening exercises from supplemental books such as 楽しく聞こう(文化外国語専門学校編)
- Authentic materials such as video clips from Japanese TV dramas/movies, Japanese commercials from “youtube.com”, news clip from online news are used. When students watch a segment for the first time, they are instructed to get the main ideas with contextual/visual clues. Sometimes they watch without sound and describe what is happening. After they get the main idea, they listen again to get detailed information. Depending on the materials and

purpose, different types of tasks, such as filling in the blanks or answering comprehension questions, are assigned. (scaffolding)

The viewing and listening of various forms of media is essential to the student practicing to understand the gist of what is being said or depicted. Understanding cultural nuances and casual forms of speech will be the primary focus.

Online resources such as the Meguro Learning Center website will be utilized.

## **CULTURAL CONNECTIONS (Interpretive/Interpersonal/Cultural Competence)**

### **Cultures/Comparisons**

- Seasonal events and holidays: Along with calendar, one event/holiday is assigned at a time with website links. Students research on internet and write a report in Japanese. Students are required to identify 3Ps: products (symbols and things), practices (what people do), and perspectives (reasons and relationship with Japanese history, nature, and value), and state their opinions in their papers. Class discussions follow focusing on 3Ps. (Students are assigned similar activities in English in Pre-AP level courses.)
- Integrated projects: Students choose topics based on their own interest within a theme (e.g. Japanese historical figure), conduct internet-based research, write a paper in English, write a paper in Japanese, and give oral presentation with PowerPoint. Students are required to include comparison with American/European counterpart (comparisons) and their opinions based on analysis of the cultural value around the topic (perspectives).
- Video clips from websites such as “Web Japan” with class discussion of Japanese cultural value (perspectives) behind the products/practices shown in the video
- Reading more information on the topics presented in the culture sections on each chapter using internet and write a report in Japanese with their opinions

### **Language Comparisons**

- Class discussions on Japanese grammar and use of language in comparison with English especially focusing on grammar that is different from English (e.g. transitive/intransitive and keigo), expressions and vocabulary, which do not have exact English translation (e.g. “*osewa ni narimashita*” and “*giri*”) Language comparisons are included from the very beginning when greetings are introduced. (e.g. “*Ohayoo gozaimasu*” came from “early (morning) and is used only early morning, so it is not the same as “Good morning.”
- Various speech styles, such as male/female, formal/informal are compared with English

### **Community**

- Computer-mediated Intercultural communication with students in Japan: Students communicate with students in Japan via Skype and Moodle site. They work together on joint projects, make forum postings on the given topics (either using text messages or sound files), and present their projects/essays to get feedback from students on the other side
- Groups of college students from Japan visit classes few times a year. Students from both sides give presentations and interact each other by group discussions and other activities using both Japanese and English.

## Connections

- History, art, and literature are incorporated in culture components and integrated student projects
- Computer skills to use tools such as Microsoft Word, PowerPoint, “Moodle”, Audacity, are required to accomplish assignments

Students will compare and contrast all aspects and elements of chapter in focus. The use of the internet to research and acquire images and sounds will help students understand the nuances, traditions and importance of elements in the chapter. In addition, students will have a better understanding of the similarities and differences each cultural event brings to the society and language of Japan and their native country.

In addition, students will understand the historical importance and beginnings of traditions, myths and folklore through presentations, interviews and recreations.

## Communication Strategies

**Students are constantly encouraged to share and reflect on their communication and language learning strategies. Sharing and reflection may be done formally or informally, in writing or speaking.**

- Introduce classroom expressions, such as “*wakarimasen*” and “*shitsumon ga arimasu*” in very early stage so that they don’t have to use English. In this AP course, more appropriate and natural expressions such as “*Anoo, chotto sumimasenga...*” are introduced.
- Encourage students to use Japanese fillers such as “*anoo*” and “*eeto*”
- Encourage students to use “*aizuchi*” such as “*soodesuka.*” “*iideune*” in pair work speaking activities so that they can have culturally appropriate interactions with Japanese people
- Remind students to try to understand main ideas from context without focusing on specific words/kanji they don’t know when listening/reading
- Information on pragmatics/speech act is provided and followed by exercises (e.g. when to use “*Sumimasen*” instead of “*Arigatoo*”, how to decline invitation without using “*iie*”

## TEACHING STRATEGIES

This course is organized around the units of the textbook, *Adventures in Japanese 2, 3 and Genki II.* Each unit contains a variety of formats, a conversation, a speech, an interview, a letter, a diary, etc. with Audio CD of the texts and workbook. For supplementary grammar and kanji practice, Genki II textbook is used. Supplementary materials such as short readings, newspaper articles, films, and short TV plays are all related to the themes. In each unit we will have 1. Vocabulary activities 2. Listening activities, 3. Prereading activities, 3. Grammar Explanation and review, 4. Exercises (vocabulary, grammar, essay, computer lab work) 5. Discussion of the reading, 6. Reading comprehension, 7. Speaking activities and 8. Writing practice.

### **1. Vocabulary preview Activities;**

1. On the first day of the week, students will be assigned 10 to 15 new vocabulary words to study including Kanji words, or students will make a vocabulary list from the materials given. Students copy the vocabulary in their notebook and find the meaning for each word using the dictionary or textbook glossary.
2. Students will classify each word into verb, noun, adverb, or adjective. For new kanji, students will study stroke order using their hand and their arm to write in the air several times. They will identify radicals (hen, tsukuri, ashi, kanmuri) and identify the meaning of kanji from the radicals.
3. For the combined kanji words, students identify the meaning of each kanji and recognize the meaning of the combined words. (勉強、昼食 etc.)

## **2. Listening Activities;**

1. After pre-reading and pre-listening activities, students will listen to the CD of the text twice.
2. After reading the text and discussion, students will listen one more time to make sure they understand most of the text auditory.

## **3. Pre reading Activities;**

1. Before each unit readings, students read the materials on the theme or watch TV clips or search the web and answer the general comprehension questions or make a graphic organizer in cooperative group.
2. Discuss the theme in small groups and then in class using the comprehension questions.

## **4. Grammar Explanation and Review;**

1. Genki II has excellent grammar explanations with subsequent exercises. After the teacher's explanation, students will perform exercises in pairs using CD.

## **5. Exercises;**

1. Students do many different types of exercises to improve all four language skills, listening, reading, writing and speaking. There are a variety of exercises in the textbook and workbook for filling in blanks, multiple choice questions, and sentence making exercises for vocabulary practice and reinforcement.
2. For vocabulary exercises, students make flash cards for each vocabulary and kanji with its meaning in English. Read the cards and practice every day.
3. Recognize and utilize the words in daily lessons.
4. The day before a vocabulary quiz make 10 sentences using these vocabulary words.
5. In pairs, students edit their peer's sentences.
6. On Friday take a vocabulary quiz.

## **5. Discussion of the Reading;**

1. Students discuss on a topic in class utilizing all the knowledge gained from the preparation exercises.
2. All students are expected to participate actively in class discussion. Participation points will be graded.

## **6. Reading Comprehension;**

1. At the beginning of a class, students read the texts on topics related to the thematic unit and answer the comprehensive questions.
2. For the texts from the textbooks and the supplemental materials, first students will skim the texts underlining or highlighting the topic vocabulary in order to acquire an understanding of the topic of the texts. Then skim again paying attention to transitional words to find out where the main idea of the texts is. For the third time, students will read each paragraph word by word for comprehension of the whole text.
3. Students discuss the contents in class and answer the questions in a worksheet or complete a partially finished outline or paragraph.

## **7. Speaking Activities;**

1. Students will be given a new sentence structure to repeat.
2. After they master the sentence, the teacher will give different words to replace words in the original sentence and the students will paraphrase the sentence.
3. In pairs, students will practice using the new sentence structure and check the mistakes of the peer and make the necessary corrections.
4. Students will imitate a role play from the textbook.
5. Students will make a skit of role play and act out the role play without looking at their notes.
6. Before a presentation, students will record their speech in the tape recorder and listen to their pronunciation and intonations. They will make necessary corrections.

## **8. Writing Practice;**

1. After looking at a cartoon on the overhead, students write a short story describing the cartoon in 5 - 8 minutes using new grammatical expressions they learned.
2. Once a week students write a short reflection on a movie or video clip or on the main reading in class.
3. Students will be asked to write on familiar themes (their town, families, or school) following the steps given.

## **Learning strategies**

### **Computer Lab Activity (Interpersonal, interpretive, cultural)**

Students will research, read, write, and communicate with Japanese students in a sister city high school using computers. Besides using computers in the library, students will work individually and in groups using a computer, either in class or at home. Students will use e-mail exchanges and chat rooms as their assignments.

- Discuss how to remember related words (e.g. *taikukann* and *toshokan* by identifying “kan” for building)
- Practice guessing meaning of kanji compounds from context and meaning of each kanji
- Practice guessing meaning of new vocabulary words from the context
- Use various ways of introducing new materials using visuals, sounds, stories so that students can use different strategies to remember new kanji/vocabulary
- Students share and discuss how they study foreign languages effectively

## **Review Activities:**

- Before starting a new chapter, previous chapters on related topic of the next chapter are assigned to make review questions with answers as homework. On the next day, they quiz each other in pairs.
- Before final exams, students prepare review lessons using PowerPoint, study guide, and worksheet for assigned chapter(s) in small groups and present in class.

## **Assessment:**

Formative and Summative forms of assessment will be clearly defined through the National Standards, ACTFL Proficiency Guideline and Textbook Standards. Rubrics for each activity, task and communication prompt will be given to each student and clarified before starting the activity. Summative forms of assessment will be conducted on a daily basis. Formative forms of assessment such as Kanji quizzes, vocabulary and expression, and timed writes will be given on a weekly basis and / or at random.

- Formative assessments include daily quizzes/homework and presentations of tasks in class. Homework is assigned daily and collected. Quiz is given at the beginning of every class, and it covers the material covered in the previous class.
- Summative assessments include chapter tests, integrated projects, and final exams.

Chapter test is given every three weeks. Each chapter test includes listening, kanji, grammar, reading, and essay. Major projects are listed under each topic.

Instructions including grading criteria (see appendix 1 for an example) are given to students 2-3 weeks before the due date of major performance-based projects.

- Course grades are based on the percentage of the total points of chapter tests, quizzes, class participation, binder/notebook, projects, homework, and final exam. Final exams consist of oral and

written sections. Course syllabus including grading policies and sample rubric (appendix 2) is distributed to students at the beginning of the course.

A	94-100 %	B+	87-89 %	C+	77-79 %	D+	67-69 %
A-	90-93 %	B	83-86 %	C	73-76 %	D	63-66 %
		B-	80-82 %	C-	70-72 %	D-	60-62 %
						F	0-59 %

#### Evaluation:

In each unit, students will have an individual, pair or group presentation with a project that includes research using internet resources. Each project consists of a set of basic instructions for the student. This includes an introduction, standards that are being met, objectives, procedure, method of evaluation, and due dates. These instructions are followed by the set of rubrics for each component of the project. Students will be assessed on the project through four main components: oral presentation, accompanying visual presentation, compositional and reflective aspects.

For all projects, as well as all performance-based activities listed above, students are given rubrics along with basic instructional sheets, so they are fully aware of the expectations for each aspect of the project and activity before beginning.

During each unit, students' reading, writing, listening and speaking skills are assessed with daily class work and homework.

Students will also have *kaiwa* (conversation) day once a week, and they will speak only in Japanese during the entire class and will be assessed by the teacher and themselves as mentioned before. Students' participation in the target language will be observed and assessed on an ongoing basis throughout the quarter and the semester.

Summative evaluation: Students are formally tested every Friday over the week's material. At the end of each unit, one unit written test and an interview test, incorporating the objectives of each unit from *Adventures in Japanese 4*, are administered. Although students are expected to prepare for all tasks of the interview test, on the interview day fewer tasks are randomly selected for actual testing. Students will receive the rubrics before the test.

The following is an example of a rubric for an interview test and performance-based activity.

RUBRIC	A	A-	B+	B	B-	C+	C-	D+	D-												
<b><u>Communication:</u></b> Was this activity understood? Appropriate Effective communication despite Ideas conveyed?	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20
	always					communicates				sometimes				communicates				cannot			
	communicates					well on most				communicates				communicates				communicate			
	well					occasions				well				well				well in most			
																		situations			
<b><u>Accuracy:</u></b> Grammatical correctness Complexity and variety of grammatical structures	20	19	18			17	16			15	14			13	12			11	10		
	accurate					few errors				some errors				frequent errors				unintelligible			
<b><u>Fluency/Speed:</u></b> Flow vs. hesitation	10	9				8				7				6				5			
	fluent					fluent, but				sometimes				often hesitates				extremely			
						occasionally				hesitates								hesitant,			
						hesitates												no flow			
<b><u>Vocabulary (Variety, accuracy):</u></b> Adequate vs. Inadequate	20	19	18			17	16			15	14			13	12			11	10		
	abundant,					good variety,				fair usage				limited usage				inadequate			
	varied, accurate					mostly accurate												usage			
<b><u>Pronunciation/Intonation:</u></b> Good to bad	10	9				8				7				6				5			
	excellent					good				fair				poor				unintelligible			
<b>Total:</b>	94	90				85	80			75	70			65	60			57	54	50	

## Course Outline:

### **REVIEW: Summer Work (June - Aug) Reviewing Concepts**

#### **ADVENTURES IN JAPANESE – Multimedia Software**

- Section overview
- Chapter Flashcards
- Chapter Games

**Note: Review Assessment will be given to students the first day back to determine strengths and areas of improvement.**

#### **CHAPTER 9 – Employment (September)**

Preference / Advice / Questioning Choices / Giving alternatives : with reasons.

Compare and Contrasting

Not as much as.../ Is not as good as...

Identifying choices within a group of items

Honorific-Passive form

Irregular Honorific Form

O + Verb (Stem form) + *ni narimasu* [Honorific verb form]

Verb TE form + *kudasaimasen*/*itadakemasen* : “Would you please do~ for me? [Request form to a superior]

Polite language

Irregular Humble Forms

Japanese Culture: *Keigo* (compare with polite language use in English) (language comparison)

Presenting Gifts (expressions “*tsumaranai mono desu ga...*” “*sukoshi desu ga...*” in comparison to English expressions, culture of “wrapping” in relation to indirectness in Japanese culture)

**Project:** Creating a Radio Show: “Interviewing a famous Japanese person”

Students work in pairs. They create a radio show inviting a famous Japanese person, such as Ichiro, a baseball player, and Hikaru Utada, a pop singer. The interviewer must use *Sonkeigo* (respect form) and the interviewee must use *kenjyugo* (humble form). Students record their “radio show” using audacity and upload on Moodle site. Students listen to radio shows created by other groups and post comments. (Evaluation: content 10, use of keigo 10, accuracy 10, fluency 10)

### **Conversation Presentation Assessment**

1. A customer has a fly in their soup, they complain and would like something else. You confirm and apologize.
2. You lost your wallet with all your money and identification in a store. Locate the store manager, and ask for help.
3. You are applying for a summer job as a waiter or waitress. Convince the employer you are the right person for the job.

## **CHAPTER 10 – Competition (October)**

Transitive / Intransitive Verbs

Noun Modifiers

Purpose driven - Going to go do...

Timelines and Schedules

Potential Form

To Want (Outcomes)

### **Conversation / Presentation Assessment**

1. Convince your teacher not to give homework tonight do to a prior obligation. State facts and your schedule of events as to why you wouldn't be able to finish the assignment.
2. You have tickets for a performance. Something comes up unexpectedly and you cannot attend. Inquire about exchanging the tickets for another time.

## **CHAPTER 11 – Folk Tales (November)**

The Mouse Wedding, Peach Boy, Hanasaka Jiisan

Character understanding and depiction

TE-Shimaimashita

Quotations – They said, They had said, etc

I think – Passive speech

Director's chair

Giving verbal directions to performer

Historical beginnings of Folklore in Japan – Internet research

Compare and contrast

Verb Passive form (compare with passive form in English)

Verb + *kotonisuru/kotoni naru*: “decided/has been decided to do ~

*Nazenara, ~ karada*: “It’s because ~.

Verb (TE form) + *mo*: “Even if/though

Japanese Culture: Arranged Marriage & Love Marriage, Picture Bride, Wedding Ceremony,

History of Japan (Edo, Meiji, Taisho, Showa, Heisei Period)

Funeral, Bon Dance, immigrants in Hawaii (connection with history)

Activity 1: Video clips from the film “Picture Bride”

(watch each segment without sound and tell what’s happening in Japanese, then watch again with sound and answer comprehensive questions, write a summary and prediction of the next segment or/and reflection for homework)

**Integrated Project:** “Japanese historical person”: Research on famous person in Japanese history, write a report in English, and a report in Japanese, create PowerPoint and worksheet, and give oral presentation (see appendix 1)

### **Conversation / Presentation Assessment**

Students create and film their own drama in Japanese; scripts, props and storyboard. Students must choose a theme and moral of story. A dilemma must be presented with a possible solution concluding the story.

## **CHAPTER 13 – Directions (December)**

### **Traveling in Japan**

Giving / asking for directions

Situational: When you do this...

Finding places of interest

Compare and Contrast modes of transportation and Estimated Time of arrival

~ *ni chigai nai*: there is no doubt that ~

~ *mitai*: It seems like ~

~ *youni iu*: tell ~ to do ~

Japanese Culture: *Shinkansen* (the bullet train), Kyoto & Nara, Japanese Inns, *Yukata*, *Onsen* (hot springs), Dialects, *Kabuki* & *Noh*

**Activity:** reading “*onsen*”(Japanese hot springs)

**Project:** Detailed planning for one week trip in Japan (group)

### **Conversation Presentation Assessment**

1. You have returned from a date at 3am. Your parent(s) greet(s) you at the door. Explain why you are late.
2. You are going camping and need provisions and equipment. You go to a store and tell the salesperson where you are going what you’ll need. You also ask for local directions to your destination, along with points of interest.



## December January (Winter Break Work)

### Adventures in Japanese – Multimedia Software

- Chapters 9 through 13
  - Review Concepts and application

NOTE: Quiz on concepts and application on the first day back from Winter Break.

### **CHAPTER 14 – Foods of Japan (January)**

Cooking and Foods of Japan

Following directions on a label and or cookbook

Identifying foods: Fruits, Vegetables, traditional dishes

Describing Foods and tastes

Using Suggestion vs. Invitation

~ *nanka*: things like ~

~ *kya/kucha ikenai*: have to do ~ (informal)

~ *ndatte*: I heard that ~, I understand that ~ (informal)

~ *to ii desu*: I hope/with that ~

Japanese Culture: Volunteerism, Recycling, and Respect for the Aged

**Integrated Project:** Description/reflections of 4-year experience of community service (connections)

#### **Conversation / Presentation Assessment**

1. A person has invited you to their home for dinner. The food does not taste very good, but you compliment their cooking and ask how it was made.
2. You and a classmate have been hired to host a brand new cooking show. It is a show about traditional foods and / or common Japanese meals. You must show the studio audience the quickest, easiest and SAFEST way to prepare the meal.
3. Your friend leaves you a message on your voicemail asking you to meet him / her at a nearby eatery. You know that the food isn't that great. Call them back and give reasons why not to eat there.

### **CHAPTER 15 – Japanese Holidays February (End of 1<sup>st</sup> Semester)**

Mother's Day – Cultural Event

Understanding various holidays and events in Japan

Verb Nominalization

Things such as...

Becoming...

If...

Review levels of Honorifics based on superiority / status

~ *eba* ~ *hodo*: "The more ~, the more ~"

~ *ni yotte* + Passive

Interrogative words + particles

Japanese Culture: Tea Ceremony, kimono, haiku poems

**Integrated Project:** Students choose one topic from Japanese traditional culture, do research, write 3-page paper in English including comparison with similar thing in another country (e.g. If the topic

is Japanese Calligraphy, one may compare it with Western Calligraphy) and cultural perspectives, one-page paper in Japanese, create PowerPoint, and worksheet for oral presentation in class.

### **Conversation / Presentation Assessment**

1. You recently attended a Japanese Cultural event and became very excited about what you experienced. Your classmates are very curious about the event and ask many clarifying questions. Tell your classmates about the specific things you experienced.
2. You are at a cultural event and notice very specific behavior by the attendees. You ask your friend who has been to the event before about the “do’s” and “don’t’s” of the event.

## **Review for AP Exam February / March**

Workbook: Schaum’s Outlines: Japanese Grammar

Workbook: A Guide to Writing Kanji and Kana: Book 1

Supplemental: Japanese Language Proficiency Test Level 4 Guide

- a. Kanji List
- b. Vocabulary List
- c. List of Kanji appearing in past tests
- d. List of vocabulary appearing in past tests
- e. List of grammar points appearing in past tests

### **Conversation / Presentation Assessment**

1. Your parents are gone for a week and left you in charge. Everything that could go wrong with the house has gone wrong. Your parents call. Describe the situation and express your feelings.
2. What you be like fifty years from now? Tell your classmates.
3. Someone is injured and you need to call for an ambulance or a doctor. Describe the injuries in as much detail as possible and your exact location, including nearby landmarks to help guide the Emergency crew.
4. You are applying for a summer job as a waiter or waitress. Convince the employer you are the right person for the job.

## **Review for AP Exam: April**

Workbook: Schaum’s Outlines: Japanese Grammar

Workbook: A Guide to Writing Kanji and Kana: Book 1

Supplemental: Japanese Language Proficiency Test Guide (finish) Level 4; Start 3

- a. Kanji List
- b. Vocabulary List
- c. List of Kanji appearing in past tests
- d. List of vocabulary appearing in past tests
- e. List of grammar points appearing in past tests

### **Conversation / Presentation Assessment**

1. You have just been robbed. Explain the incident to the police officer.

2. Tell the class what you do and don't want to do after you graduate from high school.
3. Your best friend does not approve of your date for tomorrow night. Try to win his / her approval.
4. You are pleased with the outfit you just tried on in the store, but they don't seem to fit correctly. Ask the salesperson about either making alterations or exchanging the article of clothing. Find out when they will be ready and the cost for the alteration.

## **Review for AP Exam: April (Spring Break) / May**

Workbook: Schaum's Outlines: Japanese Grammar

Workbook: A Guide to Writing Kanji and Kana: Book 1

Supplemental: Japanese Language Proficiency Test Guide (finish) Level 3;

- a. Kanji List
- b. Vocabulary List
- c. List of Kanji appearing in past tests
- d. List of vocabulary appearing in past tests
- e. List of grammar points appearing in past tests

### **Conversation / Presentation Assessment**

1. You are mailing a package home from another country. Determine from the postal clerk methods of delivery, weight limitations, cost and how long it will take to arrive.
2. Your family is selling a 15 – year old car. Call the newspaper and place an ad convincing prospective buyers that the car is worth the price you are asking.
3. Think of the Japan as a whole. It's people, culture, traditions and language. Describe the ways in which their culture has influenced your own.
4. You want to be elected president of your student government. Make a short speech giving your qualifications and telling what you would do to improve student life.
5. Describe to a new student your favorite extra –curricular activity or hobby and explain how it has enriched your life.