CollegeBoard AP

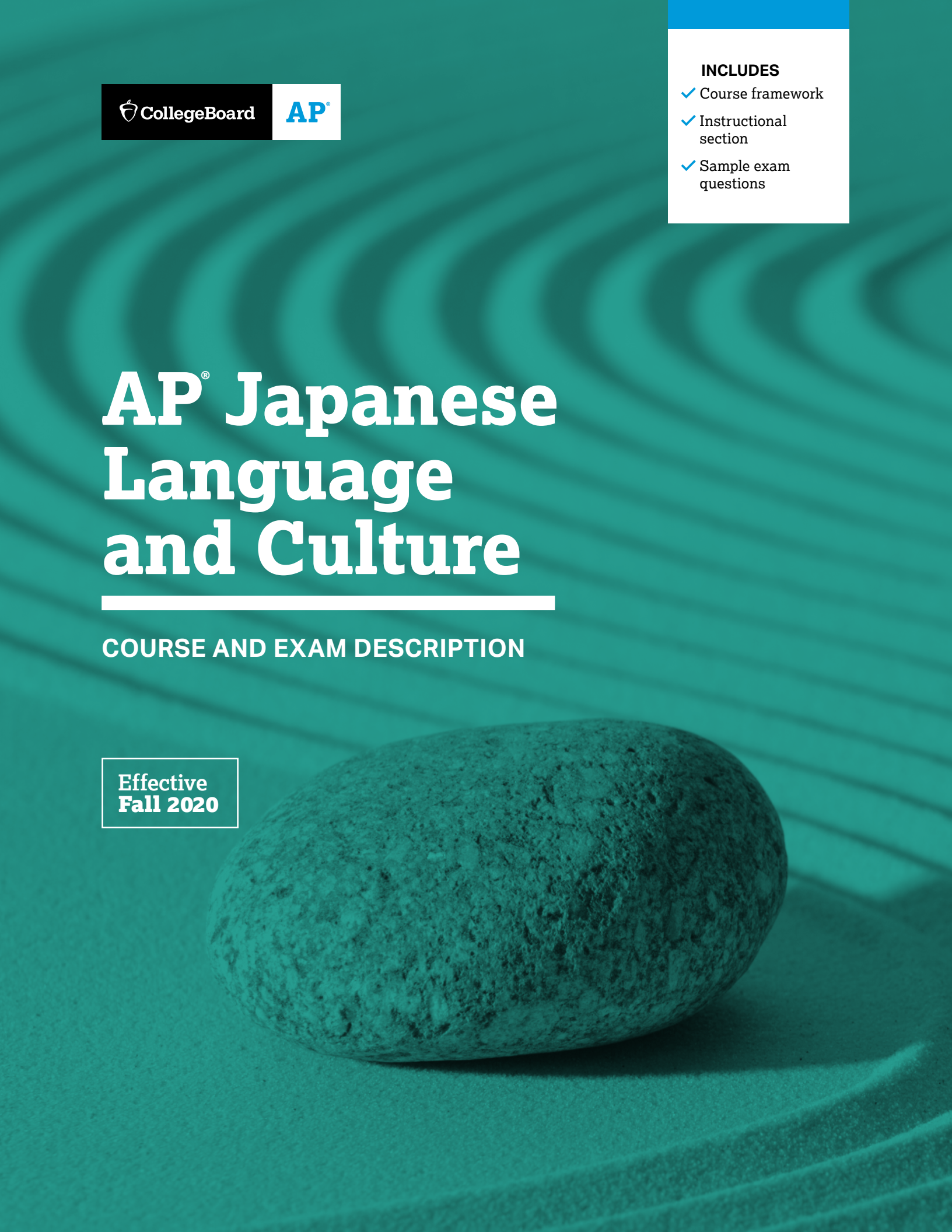
INCLUDES

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

AP® Japanese Language and Culture

COURSE AND EXAM DESCRIPTION

Effective
Fall 2020



AP® Japanese Language and Culture

COURSE AND EXAM DESCRIPTION

Effective
Fall 2020

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY

Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit **collegeboard.org**.

AP Equity and Access Policy

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Designers: Sonny Mui and Bill Tully

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About AP

College Board's Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with free formative assessments—Personal Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Access, Opportunity, and Readiness

The AP Program welcomes all students willing to challenge themselves with college-level coursework and career preparation. We strongly encourage educators to invite students into AP classes, including students from ethnic, racial, socioeconomic, geographic, or other groups not broadly participating in a school's AP program. We believe that readiness for AP is attainable, and that educators can expand readiness by opening access to Pre-AP course work. We commit to support educators and communities in their efforts to make AP courses widely available, advancing students in their plans for college and careers.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

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The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit the **AP Course Audit** website for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on **AP Central®**.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course.
- Achievement-level descriptions formulated by college faculty who review each AP Exam question.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A–, B+, B
3	Qualified	B–, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

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While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, use the search engine available on the **AP Credit Policy Search** page.

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.
- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check the **AP Reader** site for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit the **Become an AP Reader** site for eligibility requirements and to start the application process.

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AP Resources and Supports

By completing a simple activation process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.

UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all assessed course content and skills, organized into commonly taught units. Each unit guide scaffolds skill instruction across units and provides tips on taking the AP Exam.

PERSONAL PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.*

PROGRESS DASHBOARD

This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.

AP QUESTION BANK

This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course themes and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

* To report misuses, please call 877-274-6474 (International: +1-212-632-1781).

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Digital Activation

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to **My AP** and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

To complete digital activation:

- Teachers and students sign in to, or create, their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP Coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP coordinator.
- Students will be asked for additional registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP coordinators to complete, overall it helps save time and provides the following additional benefits:

- **Access to AP resources and supports:** Teachers have access to resources specifically designed to support instruction and provide feedback to students throughout the school year as soon as activation is complete.
- **Streamlined exam ordering:** AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- **Student registration labels:** For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for pre-administration sessions and reducing time spent bubbling on exam day.
- **Targeted Instructional Planning Reports:** AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

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Instructional Model

Integrating AP resources throughout the course can help students develop skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.

Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Review the overview at the start of each **unit guide** to identify essential questions, conceptual understandings, and skills for each unit.
- Use the **Unit Planning** section to identify Japanese-language task models to use in class to familiarize students with expectations for the exam while building language skills as well as cultural and interdisciplinary competencies.
- Identify useful strategies in the **Instructional Approaches** section to help teach the concepts and skills.

Teach

When teaching, supporting resources could be used to build students' conceptual understanding and mastery of skills.

- Use the suggested task model and skill pairings.
- Integrate thematic content with skills, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.
- Use the suggested resources in the Unit Planning sections to enrich your classroom instruction and get ideas about how to integrate authentic materials into your instruction.

Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- At the end of each unit, use AP Classroom to assign students the online Personal Progress Checks, as homework or an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the performance dashboard.
- Create additional practice opportunities using the **AP Question Bank** and assign them through **AP Classroom**.

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About the AP Japanese Language and Culture Course

The AP Japanese Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Japanese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Japanese.

The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history). Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing.

College Course Equivalent

The AP Japanese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Japanese language and culture.

Prerequisites

There are no prerequisite courses; however, students are typically in their fourth year of high school–level Japanese language study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

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AP JAPANESE LANGUAGE AND CULTURE

Course Framework

日本語

Introduction

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also gives them access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication—interpersonal, interpretive, and presentational—defined in the *World Readiness Standards for Learning Languages* are foundational to the AP Japanese Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL *Performance Descriptors for Language Learners*. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Japanese language and culture.

The AP Japanese Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Japanese Language and Culture course strives to promote both fluency and accuracy in language use and avoid overemphasis on grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.

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Course Framework Components

Overview

This course framework provides a description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand to qualify for college credit or placement.

The course framework includes the following essential components:

1 SKILLS

At the core of the AP Japanese Language and Culture course are course skills identifying what students should know and be able to do to succeed in the course. Students should develop and apply the described skills on a regular basis over the span of the course.

2 THEMES

The course is based on six suggested course themes that help teachers integrate language, content, and culture into a series of lessons and activities. Within each theme are recommended contexts and overarching essential questions that engage students, guide their classroom investigations, and promote the use of language in a variety of contexts.

3 MODES

Foundational to the course are the three modes of communication: interpretive, interpersonal, and presentational, as defined in ACTFL's *World Readiness Standards for Learning Languages*. Throughout the course, students demonstrate their abilities in the interpretive mode by engaging with written, print, visual, audiovisual, and audio texts; in the interpersonal mode by speaking with and writing for others; and in the presentational mode by speaking to and writing for an audience.

4 TASK MODELS

Each unit in the course features several of the task models that students will encounter on the exam, which build in difficulty and complexity over time to the level that matches the exam's expectations. These task models include sixteen different types of activities (stimuli with questions) that address interpretive communication and four free-response tasks that address the interpersonal and presentational modes.

Course Skills

The following table lays out the basic language and communication skills that students are expected to develop in the course. As shown later, each skill is further broken out into concrete learning objectives, which are described below in the section on Unit Guides on page 17.

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AP JAPANESE LANGUAGE AND CULTURE

Course Skills

Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4	Skill Category 5	Skill Category 6	Skill Category 7	Skill Category 8
Comprehend Text 1 Comprehend written, audio, audiovisual, and visual text.	***Make Connections*** 2 Make interdisciplinary and cultural connections.	***Interpret Text*** 3 Interpret the content of written or audio text.	***Make Meanings*** 4 Make meanings from words and expressions.	***Speak to Others*** 5 Communicate interpersonally by speaking with others.	***Write to Others*** 6 Communicate interpersonally by writing to others.	***Present Orally*** 7 Communicate through spoken presentations.	***Present in Writing*** 8 Communicate through written presentations.
SKILLS							
1.A Describe the literal meaning of the text.	2.A Make connections among cultural and interdisciplinary information provided in texts.	3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text.	4.A Determine the meaning of familiar and unfamiliar words. 4.B Use words appropriate for a given context.	5.A Understand and apply appropriate communication strategies in interpersonal speaking. 5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	6.A Understand and apply appropriate communication strategies in interpersonal writing. 6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing. 6.C Understand and apply appropriate writing systems in interpersonal writing.	7.A Plan and research an issue or topic for presentational speaking. 7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. 7.C Use appropriate language and vocabulary for the intended audience in presentational speaking. 7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	8.A Plan and research an issue or topic for presentational writing. 8.B Use appropriate writing strategies to communicate an idea in presentational writing. 8.C Understand and apply appropriate and varied syntactical expressions in presentational writing. 8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations. 8.E Understand and apply appropriate writing systems in presentational writing.

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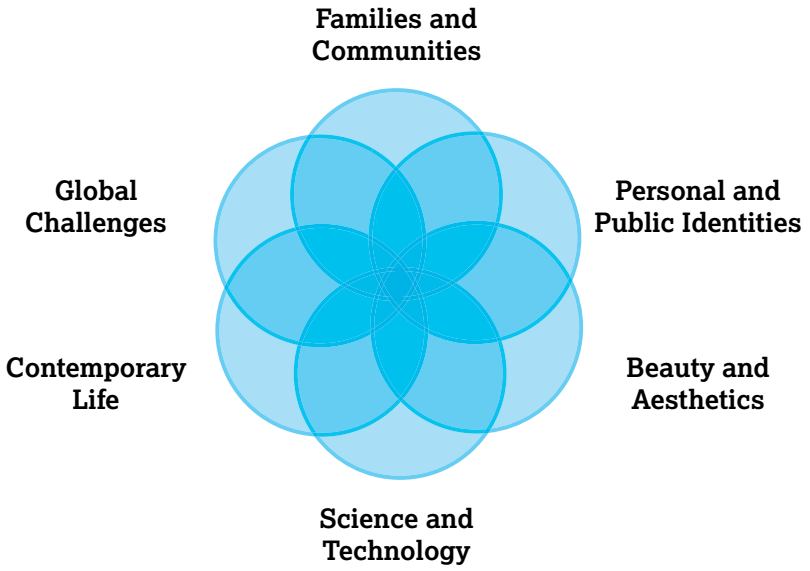
Course Themes

To provide context and content for students to develop their skills in the modes of communication, the course takes a thematic approach. There are six suggested course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.



Within each of these themes, there are five to seven recommended contexts, shown below. The course is organized thematically into six units. Each unit targets a primary theme but also connects to additional recommended contexts for those themes. Teaching to multiple themes in every unit ensures a rich curriculum that will spiral, as the themes are revisited through a variety of lenses throughout the course. This allows students to experience the study of language and culture in a variety of authentic and engaging ways and provides teachers with the opportunity to consider the interests and needs of their students when designing instruction. While teachers may organize the course thematically in any way they choose, adhering to the recommended course design provided by the unit guides that follow ensures that all the required courses themes are addressed multiple times in a scaffolded manner.

AP Japanese Language Culture Recommended Contexts

Families and Communities
- Family Structure/Roles within Families
- Social Customs, Traditions, Values, Rites of Passage
- Urban and Rural Communities and their Development
- Relationships, Friendship and Social Networking
- Perspectives of Age, Ethnicity, Class, Religion
- Citizenship, Social Welfare, and Social Justice

Personal and Public Identities
- National and Ethnic Identities
- Heroes and National Figures
- Gender and Gender Roles
- Personal Interests
- Self-image and the Role of the Individual in Society
- National and Global Responsibilities

Beauty and Aesthetics
- Architecture
- Defining Beauty: Perspectives of Beauty in Japanese Culture
- Traditional and Contemporary Arts and Music
- Literature
- Fashion and Design
- Visual and Performing Arts, Film

Science and Technology
- Technology and Access to Technology
- Health and Wellness
- Climate and the Physical World
- Innovations and Inventions
- Effects of Science and Technology on Self and Society
- Science and Ethics

Contemporary Life
- Education and Careers
- Lifestyles and Pop Culture
- Entertainment, Sports, and Leisure
- Travel, Transportation, and Tourism
- Holidays and Celebrations
- Food, Nutrition, and Meal-taking Culture

Global Challenges
- Population and Demographics
- Obtaining, Managing, and Protecting Resources
- Endangered Species
- Environmental Issues
- Economic Trends
- Japan's Role in International Trade

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ESSENTIAL QUESTIONS

Related to the themes are essential questions designed to spark curiosity and encourage students to investigate and express different views on real-world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas while working with content from language, literature, and cultures of the Japanese-speaking world.

Course Modes

As students work with course themes and consider essential questions, they do so while engaging in the three modes of communication—interpretive, interpersonal, and presentational. The development of skills in each of these modes forms the core of the units, as students build skills in listening, reading, speaking, and writing tasks of increasing levels of complexity as they work through the course. Students are expected to build skills in the following areas:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

Course Task Models

As students work with the modes of communication listed above, they practice various task models that familiarize them with what will be on the exam while helping them build linguistic skills and cultural competencies.

Task Model Type	Mode
Public announcement	Interpretive—audio text
Voice message	Interpretive—audio text
Pre-recorded message	Interpretive—audio text
Instructions	Interpretive—audio text
Cultural presentation	Interpretive—audio text
Radio news broadcast	Interpretive—audio text
Radio broadcast	Interpretive—audio text
Radio cultural documentary	Interpretive—audio text
Uncontextualized dialogue	Interpretive—audio text
School debate	Interpretive—audio text
Journalistic article	Interpretive—written text
Short story	Interpretive—written text
Email inbox	Interpretive—written text
Advertisement	Interpretive—written text
Step-by-step instructions	Interpretive—written text
Travel brochure	Interpretive—written text
Text chat	Interpersonal—written
Compare and contrast article	Presentational—written
Conversation	Interpersonal—spoken
Cultural perspective presentation	Presentational—spoken

More complex tasks, such as the cultural perspective presentation and compare and contrast article, are taught incrementally so that students develop skills over time and through practice before engaging with a full task model.

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AP JAPANESE LANGUAGE AND CULTURE

Unit Guides

Introduction

This course is organized into six units that are based on the recommended themes. This creates an interesting, meaningful context in which to explore a variety of language and cultural concepts in the interpretive, interpersonal, and presentational modes. The themes in each unit help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts.

This unit structure respects new AP teachers' time by providing one possible sequence they can adopt or modify rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

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Skill Categories and Learning Objectives

At the core of the AP Japanese Language and Culture course are learning objectives that identify what students should know and be able to do across the three modes of communication. The interpretive mode is divided into four skill categories with underlying learning objectives. There are two skill categories associated with the interpersonal mode and two with the presentational mode.

The table that follows on pages 19–21 shows all eight skills categories with their associated skills and the learning objectives that will help students develop those skills.

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Skills and Learning Objectives

Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4
Comprehend Text 1 Comprehend written, audio, audiovisual, and visual text (text and pictures).	***Make Connections*** 2 Make cultural and interdisciplinary connections.	***Interpret Text*** 3 Interpret the content of written or audio text (words).	***Make Meanings*** 4 Make meanings from words and expressions.
#.A **Skills** #.A.1 Learning Objectives			
1.A Describe the literal meaning of the text. **1.A.1:** Identify the main idea. **1.A.2:** Identify supporting/ relevant details. **1.A.3:** Sequence information in narrative form.	**2.A Make connections among cultural and interdisciplinary information provided in texts.** **2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. **2.A.2:** Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. **2.A.3:** Describe content and connections among cultural and interdisciplinary topics.	**3.A Interpret the distinguishing features of a text.** **3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. **3.B Interpret the meaning of a text.** **3.B.1:** Explain the moral or theme. **3.B.2:** Infer implied meanings through context.	**4.A Determine the meaning of familiar and unfamiliar words.** **4.A.1:** Determine the meaning of a variety of vocabulary. (not assessed on Exam) **4.A.2:** Deduce meaning of unfamiliar words. **4.B Use words appropriate for a given context.** **4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain or use idiomatic and culturally authentic expressions.

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Skills and Learning Objectives *(cont'd)*

Skill Category 5

Speak to Others 5

Communicate interpersonally by speaking with others.

#.A **Skills**

#.A.1 Learning Objectives

5.A Understand and apply appropriate communication strategies in interpersonal speaking.

5.A.1: Initiate, maintain, and close spoken exchanges.

5.A.2: Comprehend an interlocutor's message in spoken exchanges.

5.A.3: Provide and obtain relevant information in spoken exchanges.

5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges.

5.A.5: Use pronunciation and pitch that are comprehensible when interacting with speakers of the target language in spoken exchanges.

5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.

5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.

5.B.1: Use a variety of grammar and syntax in spoken exchanges.

5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.

5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.

5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

Skill Category 6

Write to Others 6

Communicate interpersonally by writing to others.

6.A Understand and apply appropriate communication strategies in interpersonal writing.

6.A.1: Initiate, maintain, and close written exchanges.

6.A.2: Provide and obtain relevant information in written exchanges.

6.A.3: Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges.

6.A.4: Use a variety of grammar and syntax in written exchanges.

6.A.5: Use register appropriate for the intended target culture audience in written exchanges.

6.A.6: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.

6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.

6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.

6.B.3: Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges.

6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges. (not assessed on Exam)

6.C Understand and apply appropriate writing systems in interpersonal writing.

6.C.1: Use appropriate writing systems (hiragana, katakana, kanji) in interpersonal communication.

6.C.2: Use handwriting to communicate in written exchanges. (not assessed on Exam)

6.C.3: Use keyboarding to communicate in written exchanges.

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Skills and Learning Objectives *(cont'd)*

Skill Category 7

Present Orally 7

Communicate through spoken presentations.

#.A Skills

#.A.1 Learning Objectives

7.A Plan and research an issue or topic for presentational speaking.

7.A.1: Use a process to plan spoken presentations. (not assessed on Exam)

7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations. (not assessed on Exam)

7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.

7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.

7.B.3: Use pronunciation and pitch in spoken presentations that are comprehensible to speakers of the target language.

7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.

7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.

7.C.1: Use a variety of grammar and syntax in spoken presentations.

7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.

7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

7.D.1: Explain ideas and opinions with examples in spoken presentations.

7.D.2: Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations.

Skill Category 8

Present in Writing 8

Communicate through written presentations.

8.A Plan and research an issue or topic for presentational writing.

8.A.1: Use a process to plan written presentations. (not assessed on Exam)

8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations. (not assessed on Exam)

8.B Use appropriate writing strategies to communicate an idea in presentational writing.

8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion.

8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.

8.C Understand and apply appropriate and varied syntactical expressions in presentational writing.

8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.

8.C.2: Use a variety of grammar and syntax in written presentations.

8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.

8.C.4: Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations.

8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations. (not assessed on Exam)

8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations.

8.D.1: Explain ideas and opinions with examples in written presentations.

8.D.2: Compare features of the target language culture (including products, practices, and perspectives).

8.E Understand and apply appropriate writing systems in presentational writing.

8.E.1: Use appropriate writing systems (hiragana, katakana, kanji) in written presentations.

8.E.2: Use handwriting to communicate in written presentations. (not assessed on Exam)

8.E.3: Use keyboarding to communicate in written presentations.

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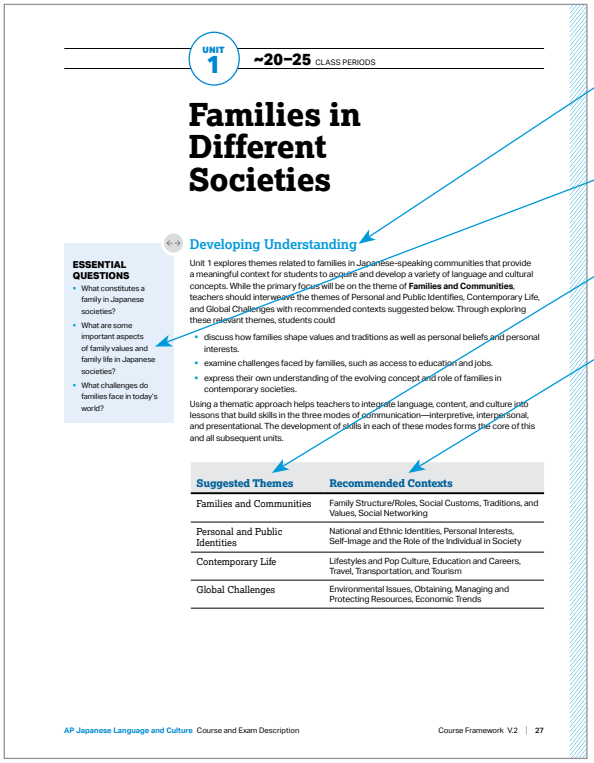
Using the Unit Guides



UNIT 1 ~20–25 CLASS PERIODS

Families in Different Societies

ESSENTIAL QUESTIONS
- What constitutes a family in Japanese societies?
- What are some important aspects of family values and family life in Japanese societies?
- What challenges do families face in today's world?

Developing Understanding

Unit 1 explores themes related to families in Japanese-speaking communities that provide a meaningful context for students to acquire and develop a variety of language and cultural concepts. While the primary focus will be on the theme of **Families and Communities**, teachers should interweave the themes of Personal and Public Identities, Contemporary Life, and Global Challenges with recommended contexts suggested below. Through exploring these relevant themes, students could

- discuss how families shape values and traditions as well as personal beliefs and personal interests.
- examine challenges faced by families, such as access to education and jobs.
- express their own understanding of the evolving concept and role of families in contemporary societies.

Using a thematic approach helps teachers to integrate language, content, and culture into lessons that build skills in the three modes of communication—interpretive, interpersonal, and presentational. The development of skills in each of these modes forms the core of this and all subsequent units.

Suggested Themes	Recommended Contexts
Families and Communities	Family Structure/Roles, Social Customs, Traditions, and Values, Social Networking
Personal and Public Identities	National and Ethnic Identities, Personal Interests, Self-Image and the Role of the Individual in Society
Contemporary Life	Lifestyles and Pop Culture, Education and Careers, Travel, Transportation, and Tourism
Global Challenges	Environmental Issues, Obtaining, Managing and Protecting Resources, Economic Trends

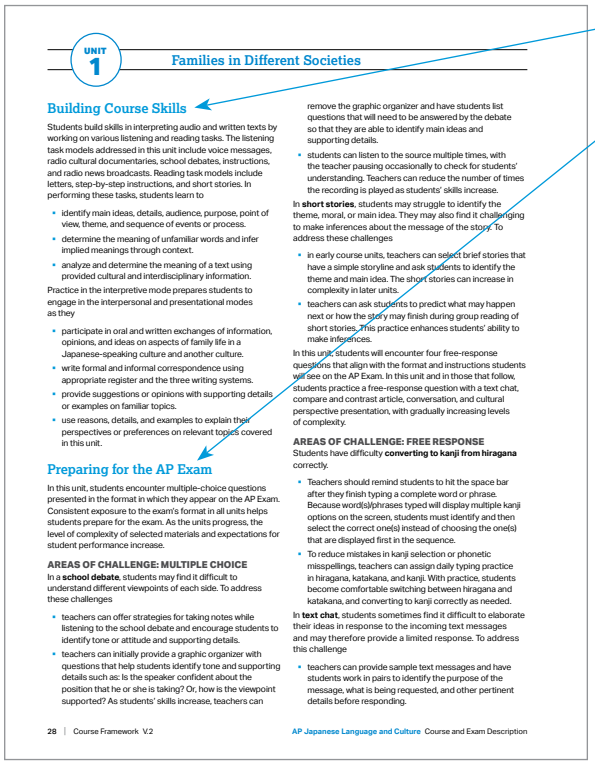
UNIT OPENERS

Developing Understanding provides an overview that contextualizes and situates the theme of the unit within the scope of the course.

The **Essential Questions** are thought-provoking questions that motivate students and inspire inquiry.

Suggested Themes provide connections to the unit's primary and secondary themes to enrich the course.

Recommended Contexts provide possible topics that could be addressed in the units to help students build language and cultural skills.



UNIT 1 Families in Different Societies

Building Course Skills

Students build skills in interpreting audio and written texts by working on various listening and reading tasks. The listening task models addressed in this unit include voice messages, radio cultural documentaries, school debates, instructions, and radio news broadcasts. Reading task models include letters, step-by-step instructions, and short stories. In performing these tasks, students learn to

- identify main ideas, details, audience, purpose, point of view, theme, and sequence of events or process.
- determine the meaning of unfamiliar words and infer implied meanings through context.
- analyze and determine the meaning of a text using provided cultural and interdisciplinary information.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes as they

- participate in oral and written exchanges of information, opinions, and ideas on aspects of family life in a Japanese-speaking culture and another culture.
- write formal and informal correspondence using appropriate register and the three writing systems.
- provide suggestions or opinions with supporting details or examples on familiar topics.
- use reasons, details, and examples to explain their perspectives or preferences on relevant topics covered in this unit.

Preparing for the AP Exam

In this unit, students encounter multiple-choice questions presented in the format in which they appear on the AP Exam. Consistent exposure to the exam's format in all units helps students prepare for the exam. As the units progress, the level of complexity of selected materials and expectations for student performance increase.

AREAS OF CHALLENGE: MULTIPLE CHOICE

In a **school debate**, students may find it difficult to understand different viewpoints of each side. To address these challenges

- teachers can offer strategies for taking notes while listening to the school debate and encourage students to identify tone or attitude and supporting details.
- teachers can initially provide a graphic organizer with questions that help students identify tone and supporting details such as: Is the speaker confident about the position that he or she is taking? Or, how is the viewpoint supported? As students' skills increase, teachers can remove the graphic organizer and have students list questions that will need to be answered by the debate so that they are able to identify main ideas and supporting details.
- students can listen to the source multiple times, with the teacher pausing occasionally to check for students' understanding. Teachers can reduce the number of times the recording is played as students' skills increase.

In **short stories**, students may struggle to identify the theme, moral, or main idea. They may also find it challenging to make inferences about the message of the story. To address these challenges

- in early course units, teachers can select brief stories that have a simple storyline and ask students to identify the theme and main idea. The short stories can increase in complexity in later units.
- teachers can ask students to predict what may happen next or how the story may finish during group reading of short stories. This practice enhances students' ability to make inferences.

In this unit, students will encounter four free-response questions that align with the format and instructions students will see on the AP Exam. In this unit and in those that follow, students practice a free-response question with a text chat, compare and contrast article, conversation, and cultural perspective presentation, with gradually increasing levels of complexity.

AREAS OF CHALLENGE: FREE RESPONSE

Students have difficulty **converting to kanji from hiragana** correctly.

- Teachers should remind students to hit the space bar after they finish typing a complete word or phrase. Because word(s)/phrases typed will display multiple kanji options on the screen, students must identify and then select the correct one(s) instead of choosing the one(s) that are displayed first in the sequence.
- To reduce mistakes in kanji selection or phonetic misspellings, teachers can assign daily typing practice in hiragana, katakana, and kanji. With practice, students become comfortable switching between hiragana and katakana, and converting to kanji correctly as needed.

In **text chat**, students sometimes find it difficult to elaborate their ideas in response to the incoming text messages and may therefore provide a limited response. To address this challenge

- teachers can provide sample text messages and have students work in pairs to identify the purpose of the message, what is being requested, and other pertinent details before responding.

Building Course Skills describes specific skills that are appropriate to focus on in that unit.

Preparing for the AP Exam provides helpful tips and common student challenges identified from prior exam data and chief reader reports.

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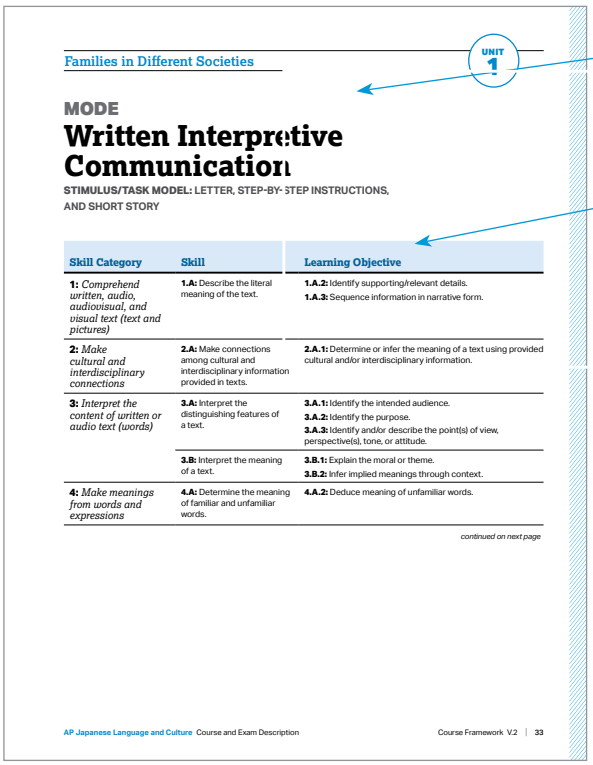
Using the Unit Guides



Families in Different Societies

UNIT 1

MODE

Written Interpretive Communication

STIMULUS/TASK MODEL: LETTER, STEP-BY-STEP INSTRUCTIONS, AND SHORT STORY

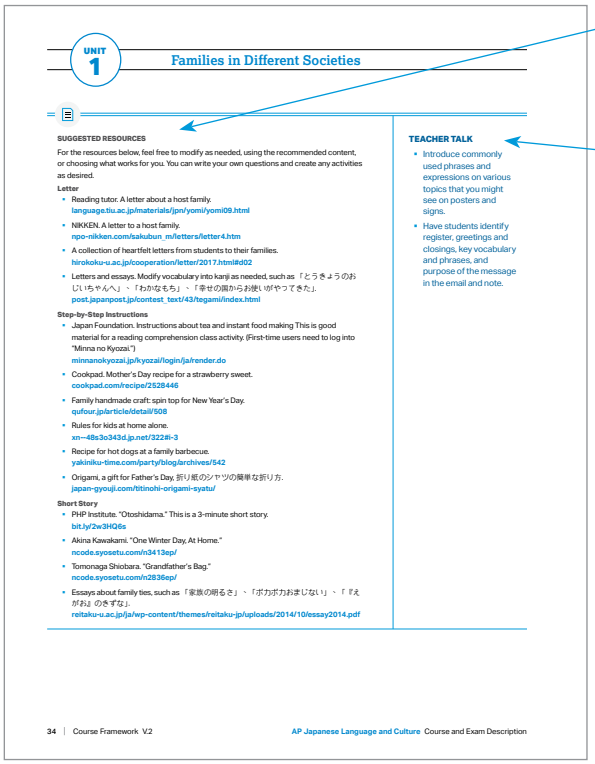
Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.2:** Identify supporting/relevant details. **1.A.3:** Sequence information in narrative form.
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.1:** Explain the moral or theme. **3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

continued on next page

MODES/TASK MODEL PAGES

Task Models in each of the three modes can be practiced in class and throughout the course to familiarize students with expectations for the exam while building language skills and cultural competencies.

Learning Objectives define what a student should know and be able to do to succeed in the course. These objectives outline expectations of student abilities across the interpretive, interpersonal, and presentational modes of communication.



UNIT 1 Families in Different Societies

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

Letter
- Reading tutor. A letter about a host family. language.tiu.ac.jp/materials/jpn/yomi/yomi09.html
- NIKKEN. A letter to a host family. npo-nikken.com/sakubun_m/letters/letter4.htm
- A collection of heartfelt letters from students to their families. hirokoku-u.ac.jp/cooperation/letter/2017.html#d02
- Letters and essays. Modify vocabulary into kanji as needed, such as 「とうきょうのおじいちゃんへ」、「わかなもち」、「幸せの国からお使いがやってきた」. post.japanpost.jp/contest_text/43/tegami/index.html

Step-by-Step Instructions
- Japan Foundation. Instructions about tea and instant food making This is good material for a reading comprehension class activity. (First-time users need to log into "Minna no Kyozai.") minnanokyozai.jp/kyozai/login/ja/render.do
- Cookpad. Mother's Day recipe for a strawberry sweet. cookpad.com/recipe/2528446
- Family handmade craft: spin top for New Year's Day. qufour.jp/article/detail/608
- Rules for kids at home alone. xn--48s3o343d.jp.net/322#i-3
- Recipe for hot dogs at a family barbecue. yakiniku-time.com/party/blog/archives/542
- Origami, a gift for Father's Day. 折り紙のシャツの簡単な折り方. japan-gyouji.com/titinohi-origami-syatu/

Short Story
- PHP Institute. "Otoshidama." This is a 3-minute short story. bit.ly/2w3HQ6s
- Akina Kawakami. "One Winter Day, At Home." ncode.syosetu.com/n3413ep/
- Tomonaga Shiobara. "Grandfather's Bag." ncode.syosetu.com/n2836ep/
- Essays about family ties, such as 「家族の明るさ」、「ボカボカおまじない」、「『えがお』のきずな」. reitaku-u.ac.jp/ja/wp-content/themes/reitaku-jp/uploads/2014/10/essay2014.pdf

TEACHER TALK
- Introduce commonly used phrases and expressions on various topics that you might see on posters and signs.
- Have students identify register, greetings and closings, key vocabulary and phrases, and purpose of the message in the email and note.

The **Suggested Resources** offer helpful suggestions for authentic, semi-authentic, or pedagogical materials that teachers can use in the classroom to promote Japanese language and culture.

The **Teacher Talk** sections offer helpful tips for working with a task model.

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AP JAPANESE
LANGUAGE AND CULTURE

UNIT 1

Families in Different Societies

~20–25
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 1

Multiple-choice: ~30 questions
Free-response: 4 questions

- Text chat
- Compare and contrast article
- Conversation
- Cultural perspective presentation

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UNIT 1

~20–25 CLASS PERIODS

Families in Different Societies

ESSENTIAL QUESTIONS

- What constitutes a family in Japanese societies?
- What are some important aspects of family values and family life in Japanese societies?
- What challenges do families face in today's world?

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Families in Different Societies

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- write formal and informal correspondence using appropriate register and the three writing systems.
- provide suggestions or opinions with supporting details or examples on familiar topics.
- use reasons, details, and examples to explain their perspectives or preferences on relevant topics covered in this unit.

Preparing for the AP Exam

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AREAS OF CHALLENGE: MULTIPLE CHOICE

In a **school debate**, students may find it difficult to understand different viewpoints of each side. To address these challenges

- teachers can offer strategies for taking notes while listening to the school debate and encourage students to identify tone or attitude and supporting details.
- teachers can initially provide a graphic organizer with questions that help students identify tone and supporting details such as: Is the speaker confident about the position that he or she is taking? Or, how is the viewpoint supported? As students' skills increase, teachers can remove the graphic organizer and have students list questions that will need to be answered by the debate so that they are able to identify main ideas and supporting details.
- students can listen to the source multiple times, with the teacher pausing occasionally to check for students' understanding. Teachers can reduce the number of times the recording is played as students' skills increase.

In **short stories**, students may struggle to identify the theme, moral, or main idea. They may also find it challenging to make inferences about the message of the story. To address these challenges

- in early course units, teachers can select brief stories that have a simple storyline and ask students to identify the theme and main idea. The short stories can increase in complexity in later units.
- teachers can ask students to predict what may happen next or how the story may finish during group reading of short stories. This practice enhances students' ability to make inferences.

In this unit, students will encounter four free-response questions that align with the format and instructions students will see on the AP Exam. In this unit and in those that follow, students practice a free-response question with a text chat, compare and contrast article, conversation, and cultural perspective presentation, with gradually increasing levels of complexity.

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- To reduce mistakes in kanji selection or phonetic misspellings, teachers can assign daily typing practice in hiragana, katakana, and kanji. With practice, students become comfortable switching between hiragana and katakana, and converting to kanji correctly as needed.

In **text chat**, students sometimes find it difficult to elaborate their ideas in response to the incoming text messages and may therefore provide a limited response. To address this challenge

- teachers can provide sample text messages and have students work in pairs to identify the purpose of the message, what is being requested, and other pertinent details before responding.

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- teachers can provide students with a checklist of grammar and mechanical errors to look for and address when reviewing their own or peer-reviewing others' work.
- student pairs can then exchange their email responses for peer review. These peer reviews can provide feedback on the accuracy of the response, grammar or mechanical errors, and even provide suggestions for extending the response.

In the **compare and contrast article**, students struggle to provide an organized article with a beginning, middle, and end. To address this challenge, teachers can

- provide examples of compare and contrast articles outlining the beginning, middle, and end.
- ask students to brainstorm vocabulary and explanations. At the start of the school year, teachers can create a vocabulary bank that includes words, terms, and expressions. As the year progresses, teachers and students can add to the class vocabulary bank.
- ask students for ideas about ways to respond to each question in the prompt. Teachers can then suggest some transitional expressions to link their ideas.

In a **conversation**, students may not fully understand the interlocutor. Some students struggle to provide detailed and well-elaborated responses. To address these challenges, teachers can

- provide conversations for students to listen to. During the conversations, teachers can pause the recording and formatively assess students' understanding.
- ask individual students to practice conversations in class and then ask others to provide more details after each response.

In **cultural perspective presentations,** students often fail to address all aspects of the prompt and may lack sufficient cultural information or provide an off-task response. To address this challenge, teachers can

- introduce cultural information in Japanese in each unit and ask students to compare the cultural information with that of their own culture.
- ask students to provide a written or spoken reflection about the cultural information.
- have students present their perspectives on cultural products and practices, supported by text and visuals related to each unit, over the course of the year.

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UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 1.
Review the results in class to identify and address any student misunderstandings.

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MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: VOICE MESSAGE, RADIO CULTURAL DOCUMENTARY, SCHOOL DEBATE, INSTRUCTIONS, RADIO NEWS BROADCAST

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify main idea. **1.A.2:** Identify supporting/relevant details. **1.A.3:** Sequence information in narrative form.
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3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can make your own recording and/or write questions as desired.

Voice Message

- Use conversation number 2: with the caller leaving a message about his or her plan on an answering machine.
  youtube.com/watch?v=em1OCDh7w6Q (Audio)
  202.39.64.154/japanese2/?cat=84350&paged=24 (Script)
- Voicemail about caller returning to parents' home.
  jplang.tufs.ac.jp/it/ch/13/L13-27-tlb-02.html
- Use the message addressed to the father.
  biglobe.ne.jp/~ami-noel/yd2.html

TEACHER TALK

- Preview vocabulary in the context of authentic source; select and present key vocabulary prior to presenting the source.

continued on next page

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SUGGESTED RESOURCES (CONT'D)

Radio Cultural Documentary

- Flower arrangement made by parent and child.
  townnews.co.jp/0406/2018/06/22/437283.html
- Family mochi-making event.
  hiroba-magazine.com/2017/12/04/topics_171204/
- Event about Japanese culture at Tokyo Kokusai Forum.
  s.mxtv.jp/mxnews/kiji.php?date=46512475
- Form of the family on TEDx Talks.
  youtube.com/watch?v=ZqvQgX5gvoM
- Video about a panda family.
  nhk.or.jp/special/plus/videos/20170410_2/index.html

School Debate

- Opinions about raising children and other relevant topics.
  misawa.co.jp/homestories/#story4a.html
- Opinions of different generations on family life.
  misawa.co.jp/homestories/#story4b.html
- Pros and cons of having a pet.
  pet-seikatsu.jp/articles/48459
- Pros of having many siblings.
  jobhobby.jp/society/6494.html

Instructions

- Host mother's instructions to exchange student on tasks she must do in the mother's absence. (NJE Listening Level 3-I. Click "start now.")
  quia.com/quiz/5125162.html?AP_rand=879693908
- Department store announcement on lost child looking for his or her mother. (NJE Listening Level 3-III. Click "start now.")
  quia.com/quiz/5125162.html?AP_rand=879693908
- Hokkaido family project: family illustration and message contest.
  pref.hokkaido.lg.jp/Contents/hokkaido_family_image_message.pdf
- Making a tissue box cover as a Mother's Day gift.
  conveni7.com/tissue-cover-tenugui-hankati-9441
- Saruwaka: how to make miso soup. 美味しいみそ汁の作り方
  saruwakakun.com/life/food/cook-misosoup

Radio News Broadcast

- Click 音声読み上げ that is located at the top of the website.
  pref.yamagata.jp/ou/kosodatesuishin/010001/sansedai-contest/3gcontest.html
- Family Day in Marugame City.
  city.marugame.lg.jp/shonen_ikusei/p06_01.html
- *Tokyo Shinbun* article on family event
  tokyo-np.co.jp/article/tokyo/list/201806/CK2018062902000125.html

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MODE

Written Interpretive Communication

STIMULUS/TASK MODEL: LETTER, STEP-BY-STEP INSTRUCTIONS, AND SHORT STORY

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.2:** Identify supporting/relevant details. **1.A.3:** Sequence information in narrative form.
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.1:** Explain the moral or theme. **3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

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UNIT 1

Families in Different Societies

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

Letter

- Reading tutor. A letter about a host family.
  language.tiu.ac.jp/materials/jpn/yomi/yomi09.html
- NIKKEN. A letter to a host family.
  npo-nikken.com/sakubun_m/letters/letter4.htm
- A collection of heartfelt letters from students to their families.
  hirokoku-u.ac.jp/cooperation/letter/2017.html#d02
- Letters and essays. Modify vocabulary into kanji as needed, such as 「とうきょうのおじいちゃんへ」、「わかなもち」、「幸せの国からお使いがやってきた」.
  post.japanpost.jp/contest_text/43/tegami/index.html

Step-by-Step Instructions

- Japan Foundation. Instructions about tea and instant food making This is good material for a reading comprehension class activity. (First-time users need to log into "Minna no Kyozai.")
  minnanokyozai.jp/kyozai/login/ja/render.do
- Cookpad. Mother's Day recipe for a strawberry sweet.
  cookpad.com/recipe/2528446
- Family handmade craft: spin top for New Year's Day.
  qufour.jp/article/detail/508
- Rules for kids at home alone.
  xn--48s3o343d.jp.net/322#i-3
- Recipe for hot dogs at a family barbecue.
  yakiniku-time.com/party/blog/archives/542
- Origami, a gift for Father's Day, 折り紙のシャツの簡単な折り方.
  japan-gyouji.com/titinohi-origami-syatu/

Short Story

- PHP Institute. "Otoshidama." This is a 3-minute short story.
  bit.ly/2w3HQ6s
- Akina Kawakami. "One Winter Day, At Home."
  ncode.syosetu.com/n3413ep/
- Tomonaga Shiobara. "Grandfather's Bag."
  ncode.syosetu.com/n2836ep/
- Essays about family ties, such as 「家族の明るさ」、「ポカポカおまじない」、「『えがお』のきずな」.
  reitaku-u.ac.jp/ja/wp-content/themes/reitaku-jp/uploads/2014/10/essay2014.pdf

TEACHER TALK

- Introduce commonly used phrases and expressions on various topics that you might see on posters and signs.
- Have students identify register, greetings and closings, key vocabulary and phrases, and purpose of the message in the email and note.

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MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
5: *Communicate interpersonally by speaking with others*	**5.A:** Understand and apply appropriate communication strategies in interpersonal speaking.	**5.A.1:** Initiate, maintain, and close spoken exchanges. **5.A.2:** Comprehend an interlocutor's message in spoken exchanges. **5.A.3:** Provide and obtain relevant information in spoken exchanges. **5.A.4:** Use appropriate register and greeting for the intended target culture audience in spoken exchanges. **5.A.5:** Use pronunciation and pitch that are comprehensible when interacting with speakers of the target language in spoken exchanges. **5.A.6:** Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. **5.A.7:** Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
	5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	**5.B.1:** Use a variety of grammar and syntax in spoken exchanges. **5.B.2:** Use transitional expressions and cohesive devices in spoken exchanges. **5.B.3:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. **5.B.4:** Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

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UNIT 1

Families in Different Societies

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Erin's Challenge.
  erin.ne.jp/jp/lesson03/basic/index.html
- Survey on communication with parents.
  berd.benesse.jp/berd/center/open/report/kodomoseikatu_data/2009/hon1_1_01.html
- Japan Post's article about mimamori. Based on this article, teachers can ask students questions such as the following: あなたのおじいさんかおばあさんは一人ぐらしをしていますか。
  post.japanpost.jp/life/mimamori/
- Photographs from around the world showing families and their possessions. Here is a sample question: あなたの家にはたくさん家具がありますか。
  gigazine.net/news/20110901_families_and_their_possessions/
- A video about family structure.
  Here is a sample question: あなたは仕事を始めたら両親といっしょに住みますか。
  youtube.com/watch?v=WBe-a9TfXlU

TEACHER TALK

- Have students record their conversations, examine their speaking sample, and suggest ways to provide additional elaboration.

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MODE
Written Interpersonal Communication

STIMULUS/TASK MODEL: TEXT CHAT

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
6: *Communicate interpersonally by writing to others*	**6.A:** Understand and apply appropriate communication strategies in interpersonal writing.	**6.A.1:** Initiate, maintain, and close written exchanges. **6.A.2:** Provide and obtain relevant information in written exchanges. **6.A.3:** Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. **6.A.4:** Use a variety of grammar and syntax in written exchanges. **6.A.5:** Use register appropriate for the intended target culture audience in written exchanges. **6.A.6:** Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.
	6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	**6.B.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. **6.B.2:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. **6.B.3:** Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges.
	6.C: Understand and apply appropriate writing systems in interpersonal writing.	**6.C.1:** Use appropriate writing systems (hiragana, katakana, kanji) in interpersonal communication. **6.C.3:** Use keyboarding to communicate in written exchanges.

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UNIT 1

Families in Different Societies

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Ministry of Health, Labor and Welfare. Relationships between parents and children. **sukoyaka21.jp/puberty_survey_2017/puberty_survey_2017_03**
- Popular souvenir gifts given by Americans and Japanese. **englishpedia.jp/blog/america-study-abroad-gift**
- Use the article about when high school students go out with their parents. **benesse.jp/kyouiku/201507/20150716-7.html**
- Ideal family image. Here is a sample question: あなたの家庭は「理想の家族」だと思いますか。 **woman.mynavi.jp/article/170228-271/**

TEACHER TALK

- Expand students' repertoire of transitional expressions and cohesive devices.
- Teach students to read closely (e.g., have students mark and annotate key passages) to interpret meaning from the incoming email or other texts.

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MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PERSPECTIVE PRESENTATION

Skill Category	Skill	Learning Objective
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.2:** Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. **2.A.3:** Describe content and connections among cultural and interdisciplinary topics.
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
7: *Communicate through spoken presentations*	**7.A:** Plan and research an issue or topic for presentational speaking.	**7.A.1:** Use a process to plan spoken presentations. **7.A.2:** Use research strategies to gather information and evidence for inclusion in spoken presentations.
	7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	**7.B.1:** Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. **7.B.2:** Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. **7.B.3:** Use pronunciation and pitch in spoken presentations that are comprehensible to speakers of the target language. **7.B.4:** Use effective intonation patterns, pacing, and delivery in spoken presentations. **7.B.5:** Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.	**7.C.1:** Use a variety of grammar and syntax in spoken presentations. **7.C.2:** Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. **7.C.3:** Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	**7.D.1:** Explain ideas and opinions with examples in spoken presentations. **7.D.2:** Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations.

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UNIT 1

Families in Different Societies

SUGGESTED RESOURCES

For each of the resources below, teachers can guide students to extract key sentences to illustrate 4–6 aspects of the target cultural perspective, on the theme of families and recommended contexts for this unit. Students should rephrase the sentence in their own words, supporting their points with examples and explaining the perspective.

- Japanese annual events and family. A sample key sentence: 四季折々の行事は「親から子へ、代々伝わってきた日本の心を教えること」なのです。
  kids.gakken.co.jp/parents/learning/saijiki_last/
- Washoku (Japanese food) binds family. A sample key sentence 和食は家族だんらんを育んでくれる、日本人に必要不可欠なものです。.
  asahi.com/and_w/articles/SDI2015111927851.html
- Changing family structure. An sample key sentence: 一人暮らしが最も増えています。
  es-inc.jp/graphs/2016/grh_id008623.html

TEACHER TALK

- Provide a template to help students plan and organize their presentation.

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MODE

Written Presentational Communication

STIMULUS/TASK MODEL: COMPARE AND CONTRAST ARTICLE

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
8: *Communicate through written presentations*	**8.A:** Plan and research an issue or topic for presentational writing.	**8.A.1:** Use a process to plan written presentations. **8.A.2:** Use research strategies to gather information and evidence for inclusion in written presentations.
	8.B: Use appropriate writing strategies to communicate an idea in presentational writing.	**8.B.1:** Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. **8.B.2:** Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.
	8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.	**8.C.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. **8.C. 2:** Use a variety of grammar and syntax in written presentations. **8.C.3:** Produce simple, compound, and complex sentences in a variety of time frames in written presentations. **8.C.4:** Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations.
	8.D: Express a perspective with details and examples to illustrate an opinion or idea for written presentations.	**8.D.1:** Explain ideas and opinions with examples in written presentations. **8.D.2:** Compare features of the target language culture (including products, practices, and perspectives).
	8.E: Understand and apply appropriate writing systems in presentational writing.	**8.E.1:** Use appropriate writing systems (hiragana, katakana, kanji) in written presentations. **8.E.3:** Use keyboarding to communicate in written presentations.

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UNIT 1

Families in Different Societies

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Article on comparing and contrasting families with a single child and those with multiple siblings.
  up-to-you.me/article/2955
- Survey on events for which families get together.
  asahigroup-holdings.com/company/research/hapiken/maian/bn/200908/00298/
- Teachers may select a portion of the article and discuss restricting the period to play video games and/or use smartphones.
  studysapuri.jp/course/junior/parents/kurashi/article-40.html

TEACHER TALK

- Teachers can guide students to find similarities and differences using Venn diagrams, adding their personal experiences to support their arguments.

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AP JAPANESE
LANGUAGE AND CULTURE

UNIT 2

The Influence of Language and Culture on Identity

~20–25
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 2

Multiple-choice: ~30 questions
Free-response: 4 questions

- Text chat
- Compare and contrast article
- Conversation
- Cultural perspective presentation

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UNIT 2

~20–25 CLASS PERIODS

The Influence of Language and Culture on Identity

ESSENTIAL QUESTIONS

- How does one's identity evolve over time?
- How does language shape our cultural identity?
- How does technology influence the development of personal and public identity? How does the art of community reflect its public identify?

Developing Understanding

Unit 2 looks at how language and culture influence identity in Japanese-speaking societies. This relevant and engaging theme provides a meaningful context for students to acquire and develop a variety of more nuanced linguistic and cultural concepts as well as vocabulary. While the primary focus will be on the theme of **Personal and Public Identities**, teachers are encouraged to interweave the themes of Beauty and Aesthetics, Contemporary Life, and Science and Technology. For example, students could

- explore how developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves.
- examine how social media impacts personal image and identity.
- consider the role of advertising in shaping personal and public identity.
- explore how a community's identity is reflected in its art.

Suggested Themes	Recommended Contexts
Personal and Public Identities	Personal Beliefs, Gender Roles, National Figures and Pop Culture Icons
Beauty and Aesthetics	Perspectives of Beauty in Japanese Culture, Architecture, Literature
Contemporary Life	Entertainment, Sports, Nutrition and Food Culture
Science and Technology	Health and Wellness, Access to Technology, Science and Ethics

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Building Course Skills

In this unit, students build skills in interpreting audio and written texts by engaging with various listening and reading tasks. The listening task models addressed in this unit are radio broadcasts, cultural presentations, public announcements, and uncontextualized dialogues. Reading task models include travel brochures, journalistic articles, step-by-step instructions, and email inbox. Building on skills developed in Unit 1, students

- identify purpose, audience, perspectives, tone or attitude, main ideas, and supporting ideas.
- summarize content and sequence information.
- deduce the meaning of unfamiliar words and explain idiomatic and culturally authentic expressions.
- use provided cultural and/or interdisciplinary information to determine the meaning of a text.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes as they

- initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions.
- provide and obtain information on the theme of this unit using strategies such as circumlocution, clarification, and paraphrasing to maintain oral or written exchanges.
- identify and explain cultural differences through comparing Japanese cultural products, practices, and perspectives with those of their own culture.
- use a variety of vocabulary, sentence structures, and transitional phrases to create an organized short article, in which students identify, compare, and explain two opposing sides of a specific topic addressed in this unit and state their preferences.

Preparing for the AP Exam

AREAS OF CHALLENGE: MULTIPLE CHOICE

In **uncontextualized dialogue**, students find inferring implied meanings challenging. Teachers can help by exposing students to dialogues on a variety of topics throughout the course with a gradual increase in complexity:

- Before students listen, teachers can present background information on the audio text. As students listen, teachers can pause a recording at several key points to ask students to identify specific details and inferences.
- Early in the course, teachers should consider topics related to Families and Communities and Personal and Public Identities. Later, they can increase the complexity of the dialogues by selecting topics related to more challenging or less familiar course themes.
- As students listen to these dialogues, teachers can discuss the main idea and the implied meaning. Helping students make the distinction between the main idea and the implied meanings early in the course will prepare them for success on the AP Exam.

In **public announcements**, students struggle to deduce the meaning of unfamiliar words, phrases, and idioms. To address this challenge

- teachers can provide authentic public announcements on familiar topics. Students can work in pairs to identify relevant details, define unfamiliar vocabulary, and add those explanations to the class vocabulary bank.
- as the course progresses, teachers can introduce more complexity by providing public announcements on less familiar topics that are tied to the course themes. Students can work to use the context of the announcement to help define unfamiliar words, phrases, and idioms. When encountering unknown information, students can make educated guesses using cues from the sources.

In **journalistic articles**, students often have difficulty making connections among cultural and interdisciplinary information provided. To address this challenge

- teachers can prepare a word bank taken from the text for students to predict and analyze the possible content of the text before reading.
- teachers and students can continue to add challenging words and phrases to the course word bank.
- teachers can encourage students to work more independently as they become more proficient. By using their understanding of the vocabulary, students can predict and analyze the possible content of the text before reading.

AREAS OF CHALLENGE: FREE RESPONSE

As mentioned in Unit 1, in the **text chat**, students find it difficult to elaborate their ideas in response to the incoming text. In addition to this challenge, students also struggle to apply a variety of vocabulary, idioms, and complex sentence structures to address each question as fully and appropriately as possible. To address these challenges

- students should build vocabulary and sentence structures in contexts related to course themes. Instead of relying on isolated vocabulary lists and grammar points, teachers should help students acquire contextualized vocabulary and grammatical structure through authentic and pedagogical sources.
- teachers can also design communicative tasks that require students to use new vocabulary and sentence structures to solve problems or provide solutions in the target language.

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UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

Go to **AP Classroom** to assign the **Personal Progress Check** for for Unit 2. Review the results in class to identify and address any student misunderstandings.

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MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: RADIO BROADCAST, CULTURAL PRESENTATION, PUBLIC ANNOUNCEMENT, AND UNCONTEXTUALIZED DIALOGUE

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify main idea. **1.A.2:** Identify supporting/relevant details.
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

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SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can make your own recording and/or write questions as desired.

Radio Broadcast

- Announcement for a new school that hopes to educate future world leaders (0–1.09).
  pref.hiroshima.lg.jp/kouhou/201804-index.html
- A high school seminar on international understanding.
  tufs.ac.jp/blog/ts/g/cemmer_mclsc/2011/01/20115734.html

Cultural Presentation

- Cultural celebratory event: Clap! Clap! "Tejime." (Two links are provided; the content is the same.)
  web-japan.org/jvt/ja/streaming/mp4/jvt_16-17_no3_1_jp_256k_mp4.html (MP4)
  youtube.com/watch?v=NoDOeNofMsA&feature=youtu.be (YouTube)
- Bon dance of Himejima. (Two links are provided; the content is the same.)
  web-japan.org/jvt/ja/streaming/mp4/jvt_17-18_no3_1_jp_256k_mp4.html (MP4)
  youtube.com/watch?v=NZuNggN4z7M&feature=youtu.be (YouTube)
- TEDxKyoto: "Love Others to Love Yourself" by Keiichirou Hirano.
  markii.hatenablog.com/entry/2015/07/22/042820

Public Announcement

- Nagoya University. Announcement of factory visit and movie event. (Click contents page, then "Guest" and "5A.")
  opal.iee.nagoya-u.ac.jp/~ijlc/
- JLPT Boot Camp. Announcement of visit to a bread factory (0.55–1.36).
  jlptbootcamp.com/JEES-tests/N4Sample.mp3
- A sports-related announcement.
  bit.ly/2w33B6z

Uncontextualized Dialogue

- Chimata no Nihongo. (Click "Kids," then "7, birthday present for friend." Choose "advanced" and click "play all.")
  ajalt.org/rwj/
- "What should I do?" (Click "Start," then "L43" for audio.) This resource provides opportunities for practice raising questions and providing answers.
  jplang.tufs.ac.jp/en/ch/21/L21-43-tlc.html
- Kyoto tour, Marugoto, episode 14.
  a2-2.marugotoweb.jp/en/conversation/episode/14/

TEACHER TALK

Teachers can help students by asking them to listen attentively with the following guidelines in mind:

- What is the topic brought up by the interlocutor?
- Which response has a natural flow following the interlocutor's speech?
- Is the selected response culturally appropriate given the context?

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MODE

Written Interpretive Communication

STIMULUS/TASK MODEL: TRAVEL BROCHURE, JOURNALISTIC ARTICLE, STEP-BY-STEP INSTRUCTIONS, AND EMAIL INBOX

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify main idea. **1.A.2:** Identify supporting/relevant details. **1.A.3:** Sequence information in narrative form.
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

Travel Brochure

- Kokeshi-kan in Miyagi Prefecture.
  kokeshizao.com/pdf/Pamphlet.pdf
- Educational tour in Tottori Prefecture.
  tottori-guide.jp/files/34029.pdf
- Making one's own pottery at Tajimi, in Gifu Prefecture.
  tajimi-pr.jp/sakutou/sakutou.htm

TEACHER TALK

- Ask students to first skim a text, state their immediate impressions of the main idea in it, and offer evidence of the main idea in supporting details.

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SUGGESTED RESOURCES (CONT'D)

- Making natural salt in the Hata region of Kochi Prefecture.
  hata-kochi.jp/experience1372387808.html
- General travel information about Shiretoko.
  shiretoko.asia/index.html
- A cruise to look at wild animals at Shiretoko on the island of Hokkaido.
  shiretoko.asia/cruise/shiretoko_fox.html

Journalistic Article

- National High School Baseball Game.
  [1] 第83回春のセンバツ(2011年).
  jouhou-kan.net/archives/2817

Step-by-Step Instructions

- Microsoft. Instruction on creating a user account.
  support.microsoft.com/ja-jp/help/980325
- Kuchikomi Club. Instruction on visiting a Shinto shrine.
  jp-guide.net/manner/sa/sanpai.html
- Google. Instruction on creating a Web forum for users with the same interest.
  support.google.com/groups/answer/2464926?hl=ja
- Benesse Educational Information webpage urging teachers to show elementary school students how to maintain a healthy mind.
  小学生の子供に教えよう！
  benesse.jp/kosodate/201604/20160417-1.html
- For elementary school students, instruction on how to write a poem.
  tap-biz.jp/tap_cat_100404/tap_cat_100418/1026824

Email Inbox

Teachers may use the topic of selected messages below. They may create email messages with questions by modifying the selected messages as needed. Some sample questions have been provided.

- Milk Cafe. High school students' message board on favorite jeans. Sample key question:
  みなさんジーンズは値段的にいくら位の買ってますか？
  milkcafe.net/test/read.cgi/koukouseikatu/1119596766/l50
- Milk Cafe. High school students' message board on future dreams. Sample key question:
  みなさんの将来の夢を教えてください。
  talk.milkcafe.net/test/read.cgi/dream/1306570011/l50
- Benesse Educational Information webpage on the five most important guidelines for high school students to follow while on their smartphones. Here are two sample questions:
  高校生が大切だと考える５つのマナーとは？
  スマートフォンを使うためのマナーが必要だと思いますか。
  benesse.jp/kyouiku/201508/20150814-14.html

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MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions
5: *Communicate interpersonally by speaking with others*	**5.A:** Understand and apply appropriate communication strategies in interpersonal speaking.	**5.A.1:** Initiate, maintain, and close spoken exchanges. **5.A.2:** Comprehend an interlocutor's message in spoken exchanges. **5.A.3:** Provide and obtain relevant information in spoken exchanges. **5.A.4:** Use appropriate register and greeting for the intended target culture audience in spoken exchanges. **5.A.5:** Use pronunciation and pitch that are comprehensible when interacting with speakers of the target language in spoken exchanges. **5.A.6:** Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. **5.A.7:** Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
	5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	**5.B.1:** Use a variety of grammar and syntax in spoken exchanges. **5.B.2:** Use transitional expressions and cohesive devices in spoken exchanges. **5.B.3:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. **5.B.4:** Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

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SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Mynavi. Interviewer simulation.
  The teacher may choose questions from 質問シート. (Click the desired question. The audio will play.)
  job.mynavi.jp/conts/2019/mensetsu/gyaku_mogi/f2/start.html
- Chimata no Nihongo. (Click "Business" under Contents, and then "choose 6—talking about Japanese," followed by clicking "Advanced" and "Play all.")
  ajalt.org/rwj/
- Reading tutor. Covers casual speech and formal speech.
  language.tiu.ac.jp/materials/jpn/yomi/yomi06.html

TEACHER TALK

- Help students improve their oral communication skills by asking them to conduct 2- or 3- minute short dialogues on various topics with their partner as one of the daily warm-up exercises.

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MODE
Written Interpersonal Communication

STIMULUS/TASK MODEL: TEXT CHAT

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
6: *Communicate interpersonally by writing to others*	**6.A:** Understand and apply appropriate communication strategies in interpersonal writing.	**6.A.1:** Initiate, maintain, and close written exchanges. **6.A. 2:** Provide and obtain relevant information in written exchanges. **6.A.3:** Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. **6.A.4:** Use a variety of grammar and syntax in written exchanges. **6.A.5:** Use register appropriate for the intended target culture audience in written exchanges. **6.A.6:** Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.
	6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	**6.B.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. **6.B.2:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. **6.B.3:** Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges.
	6.C: Understand and apply appropriate writing systems in interpersonal writing.	**6.C.1:** Use appropriate writing systems (hiragana, katakana, kanji) in interpersonal communication. **6.C.3:** Use keyboarding to communicate in written exchanges.

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SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Hamamatsu Foundation for International Communication and Exchange. Self-identity of Brazilian Japanese immigrants in Japan.
  hi-hice.jp/HICEeng/doc/aboutus/kyouzai/P49-65.PDF
- Cocoros. Expressing identity through fashion.
  cocoros.jp/word/vol06_2/
- Commercial for Pocari Sweat.
  otsuka.co.jp/adv/poc/tvcm201408_01.html
- "Let's take a look at your best qualities!"
  tos-land.net/teaching_plan/contents/1608

TEACHER TALK

- Have students work in pairs to gather and organize their initial ideas so they might respond to questions in incoming email and seek feedback from you.
- Remind students to use register appropriately for the intended target culture and audience.

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MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PERSPECTIVE PRESENTATION

Skill Category	Skill	Learning Objective
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.2:** Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. **2.A.3:** Describe content and connections among cultural and interdisciplinary topics.
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
7: *Communicate through spoken presentations*	**7.A:** Plan and research an issue or topic for presentational speaking.	**7.A.1:** Use a process to plan spoken presentations. **7.A.2:** Use research strategies to gather information and evidence for inclusion in spoken presentations.
	7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	**7.B.1:** Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. **7.B.2:** Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. **7.B.3:** Use pronunciation and pitch in spoken presentations that are comprehensible to speakers of the target language. **7.B.4:** Use effective intonation patterns, pacing, and delivery in spoken presentations. **7.B.5:** Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.	**7.C.1:** Use a variety of grammar and syntax in spoken presentations. **7.C.2:** Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. **7.C.3:** Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	**7.D.1:** Explain ideas and opinions with examples in spoken presentations. **7.D.2:** Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations.

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The Influence of Language and Culture on Identity

SUGGESTED RESOURCES

For each of the resources below, teachers can guide students to extract key sentences to illustrate 4–6 aspects of the target cultural perspective, on the theme of the influence of language and culture on identity and recommended contexts for this unit. Students should rephrase the sentence in their own words, supporting their points with examples and explaining the perspective.

- The Japan Forum. Omotenashi, Japanese mode of communication. Example key sentences: （もてなす）相手や時期、状況によって、何がもてなしになるのかは変わる。
  tjf.or.jp/tokimeki/osaka/2018/03/06/297/
- Web Japan. Spirit of service. (Use either link provided.) Example key sentence: あるホテルでは気づかれない所まで気配りが行われています。
  web-japan.org/jvt/ja/streaming/mp4/jvt_14-15_no2_2_jp_256k_mp4.html
  youtube.com/watch?v=sHgveAYYpYw&feature=youtu.be
- Web Japan. A clean and tidy life. (Use either link provided.) Sample key question: 日本人のきれい好きは禅の影響があると考えられています。
  web-japan.org/jvt/ja/streaming/mp4/jvt_14-15_no1_4_jp_256k_mp4.html
  youtube.com/watch?v=NulL-mjDi34&feature=youtu.be
- NHK. "Cool Japan." Example key sentence: 伝統的な日本庭園を備（そな）えた駅ビル.
  nhk.or.jp/archives/tv60bin/detail/index.cgi?das_id=D0009010714_00000

TEACHER TALK

- Provide a variety of presentation topics related to the unit of study and ask students to select a topic. Students have 5 minutes to prepare their talk and another 2–3 to present, using an index card with only key words and key phrases as needed.

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MODE

Written Presentational Communication

STIMULUS/TASK MODEL: COMPARE AND CONTRAST ARTICLE

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
8: *Communicate through written presentations*	**8.A:** Plan and research an issue or topic for presentational writing.	**8.A.1:** Use a process to plan written presentations. **8.A.2:** Use research strategies to gather information and evidence for inclusion in written presentations.
	8.B: Use appropriate writing strategies to communicate an idea in presentational writing.	**8.B.1:** Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. **8.B.2:** Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.
	8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.	**8.C.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. **8.C.2:** Use a variety of grammar and syntax in written presentations. **8.C.3:** Produce simple, compound, and complex sentences in a variety of time frames in written presentations. **8.C.4:** Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations.
	8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.	**8.D.1:** Explain ideas and opinions with examples in written presentations. **8.D.2:** Compare features of the target language culture (including products, practices, and perspectives).
	8.E: Understand and apply appropriate writing systems in presentational writing.	**8.E.1:** Use appropriate writing systems (hiragana, katakana, kanji) in written presentations. **8.E.3:** Use keyboarding to communicate in written presentations.

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SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- CiNii. High school students' attitudes toward school uniforms and dressing in general. **ci.nii.ac.jp/naid/110001801319**
- Nagasaki-Gaigo University. What is the purpose of learning a foreign language? **nagasaki-gaigo.ac.jp/toguchi/works/tog_essai/uzushio/gaikokugo.htm**
- Washington Japanese Women's Network. Japanese stereotypes. **wjwn.org/views/article.php?NUM=V-0151**
- How middle school and high school students should spend their leisure time. **kanko-gakuseifuku.co.jp/media/homeroom/090929**

TEACHER TALK

- Teachers can guide students to find similarities and differences using Venn diagrams, adding their personal experiences to support their arguments.

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AP JAPANESE
LANGUAGE AND CULTURE

UNIT 3

Influences of Beauty and Art

~20–25
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 3

Multiple-choice: ~30 questions
Free-response: 4 questions

- Text chat
- Compare and contrast article
- Conversation
- Cultural perspective presentation

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UNIT 3

~20–25 CLASS PERIODS

Influences of Beauty and Art

ESSENTIAL QUESTIONS

- How do ideals of beauty and aesthetics influence daily life?
- How does art both challenge and reflect cultural perspectives?
- How do communities value beauty and art?
- How is art used to record history?

Developing Understanding

This unit explores themes related to the influences of beauty and art in Japanese-speaking communities. The primary focus will be on the theme of **Beauty and Aesthetics;** however, teachers should incorporate the themes of Personal and Public Identities, Contemporary Life, and Families and Communities by integrating recommended contexts from these themes. For example, students could

- explore how art influences the quality of life and values in a community.
- consider the role/importance of art in Japanese-speaking communities.
- discover how the arts capture and reflect the history of a community.
- investigate how the concept of beauty is defined within a culture.
- explore how art challenges and reflects cultural perspectives.

Suggested Themes	Recommended Contexts
Beauty and Aesthetics	Arts and Music, Visual and Performing Arts, Fashion and Design
Personal and Public Identities	National and Ethnic Identities, Alienation and Assimilation, Heroes and Historical Figures
Contemporary Life	Lifestyles and Pop Culture, Holidays and Celebrations
Families and Communities	Social Customs, Traditions, and Values, Citizenship, Social Welfare

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UNIT 3

Influences of Beauty and Art

Building Course Skills

In this unit, the listening task models include voice messages, radio cultural documentaries, radio news broadcasts, school debates, instructions, and cultural presentations. Reading task models include letters and short stories. Students build and refine skills in interpreting audio and written texts by engaging with texts of increasing complexity as they

- identify and explain the theme or moral in short stories.
- use context to deduce meaning of unfamiliar words and idiomatic and culturally authentic expressions.
- identify main idea, details, audience, point of view, perspectives, tone, purpose, and theme.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes. Building on skills developed in Unit 2, they

- build academic vocabulary needed for carrying out speaking and writing tasks.
- exchange information, ideas, and opinions on this unit's themes using a variety of vocabulary and sentence structures.
- use standard conventions in emails and letters and apply the appropriate register in both speaking and writing tasks.
- create and deliver presentations on the topics addressed in this unit by including perspectives and concrete examples with an introduction, development of the discussed topic, and conclusion.

Preparing for the AP Exam

As the primary theme for this unit is Beauty and Aesthetics, students begin to move away from talking about topics with which they have direct personal experience, such as Families and Communities and Personal and Public Identities, to talking about topics with which they may be less familiar. These more complex topics require students to acquire more information about their external world—introducing them to unfamiliar and challenging vocabulary and requiring students to make cultural and interdisciplinary connections. Teachers can help students with this transition by providing exposure to more varied content within more complex themes.

In addition to moving toward more complex themes, teachers should also work with students to develop strategies that help them address challenging content with less teacher assistance. This gradual release of control allows students to continue to work through course challenges, even when they make an error or are not completely certain of their responses. Some examples of strategies for increasing complexity and empowering students to identify and address challenges are shared below.

AREAS OF CHALLENGE: MULTIPLE CHOICE

In the **radio culture documentary,** students sometimes struggle to determine or infer the meaning of a text using cultural and interdisciplinary information provided in the documentary. To address this challenge, teachers can

- help students become familiar with various cultural topics by exposing them to authentic visual, audio, audiovisual, and written sources throughout all units.
- illustrate content and connections among cultural and interdisciplinary topics.
- anticipate which cultural and interdisciplinary information or vocabulary would be challenging to students and provide explanations prior to listening.
- explain how the information provided in the documentary relates to the target culture or interdisciplinary phenomena.

In the **voice message,** the speaker's speed of delivery and presentational style may interfere with students' understanding. The content of the message may also be challenging if the topic is unfamiliar to students. To address these challenges

- as students develop their skills, they can listen to the source multiple times, with the teacher pausing occasionally to check for students' understanding. As students improve their skills, teachers can decrease the number of times that a source is played.
- students can become comfortable listening to the native speakers' speech by listening to various authentic audio or audiovisual teacher-provided sources throughout the course.
- prior to listening to the messages, students can develop a graphic organizer that lists guided questions such as, Who is the speaker? What is the purpose of the message?

In multiple-choice questions for **instructions**, students sometimes find it difficult to identify the purpose and details presented in this type of audio text. To address this challenge

- teachers should provide opportunities for students to identify and explain unknown information based on the context of the source, adding cultural background as appropriate.
- teachers can provide instructions written in Japanese. Students can then explain the details that are included in the instructions.

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AREAS OF CHALLENGE: FREE RESPONSE

As mentioned earlier, in the **compare and contrast article**, students struggle to provide an organized article with a beginning, middle, and end. Students may also neglect to state their own preferences/opinions and support their viewpoints with proper reasoning, or they are unable to compare the two opposing viewpoints from the same topic or compare two different topics. They may also fail to read the prompt carefully. In general, students often struggle to write a well-organized discourse of paragraph length using cohesive devices and transitional expressions. To address these challenges

- teachers can remind students to read the prompt carefully, model how to address all aspects of the prompt, and guide students step by step through practice prompts.
- teachers can provide a sample compare and contrast article task from AP Central and model how to identify each question asked in the stimulus. Teachers can ask students to brainstorm possible responses to the questions and then lead the class in constructing a fully detailed response that has an organized progression and expresses a viewpoint.
- in the classroom, teachers can give students a compare and contrast article and have them identify what is being compared and the author's viewpoint. Students can provide a summary of the viewpoint using their own words.
- as students' skills progress, before asking them to respond to the compare and contrast article, teachers can have students work in pairs or small groups to discuss possible responses with explanations. Teachers can then provide feedback on ways students might improve their responses.
- teachers should work with students to develop a robust variety of transitional expressions and cohesive devices that go beyond the commonly used "first," "and," "but," and "because." Students can build a list of these expressions throughout the course, and teachers can check for their use in student work.

With the compare and contrast article, students also struggle to use standard conventions (e.g. punctuation) and appropriate register, word choice, and sentence structures. To address this challenge, teachers can:

- provide a checklist of items for students to review after they have written their response.
- remove the checklist once students have had sufficient practice and their stills have improved, reminding students to independently review their own work.
- encourage students to develop the habit of monitoring language production, recognizing errors, and self-correcting as they revise their work. Teachers should also encourage students to use the vocabulary, idioms, and sentence structures they are familiar with to answer questions.

As the course progresses and students independently write longer, organized, and more complex responses, students should be reminded to continue to practice accurate character selection or phonetic spellings.

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UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 3.
Review the results in class to identify and address any student misunderstandings.

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MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: VOICE MESSAGE, RADIO CULTURAL DOCUMENTARY, RADIO NEWS BROADCAST, SCHOOL DEBATE, INSTRUCTIONS, CULTURAL PRESENTATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify main idea. **1.A.2:** Identify supporting/relevant details.
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

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UNIT 3 Influences of Beauty and Art

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can make your own recording and/or write questions as desired.

Voice Message

Teachers may modify the content as needed for the links below to create voice messages related to this unit's theme.

- Akita Asahi Hoso. Tohoku Summer Festival.
  aab-tv.co.jp/natsumatsuri/
- A video with information and a performance featuring traditional Japanese musical instruments.
  kodo.or.jp/blog/page/78
- Kamikawa-cho in Hyogo Prefecture. (Use 0–1.05 audio only).
  town.kamikawa.hyogo.jp/0000000089.html
- High school students' art forum.
  t-artforum.net/2017_h29nendo/host/gallery/koukouseiaf11/index.html
- Nihon Kogakuin. High school chair design contest.
  neec.ac.jp/contest/chair_design/

Radio Cultural Documentary

- NHK Michishiru. Taki sakura.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004990704_00000
- Hachinohe Sightseeing Navi. (Choose "あおもり観光ムービー　八戸三社大祭.")
  hachinohe-kanko.com/10stories/hachinohe-sannshataisai/movie
- Ichihara City in Chiba Prefecture. Kominato Tetsudo illuminated train. (Use 1:17–2:42.)
  city.ichihara.chiba.jp/joho/0202matidukuri/ichihara_keikan/keikanevent/H29illumination.html
- Japanese government's Internet TV. Washoku.
  nettv.gov-online.go.jp/prg/prg16171.html
- NHK video on one store's unique candies.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004500495_00000
- NHK video on "Oman," traditional, seasonally inspired sweets in Kyoto.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004500496_00000
- NHK video on Amanohasidate (天橋立), scenic wide sand beach, in Kyoto.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004500224_00000

Radio News Broadcast

- Bunkamura Museum. Review of ukiyo-e exhibition at the Museum of Fine Arts in Boston.
  bunkamura.co.jp/museum/exhibition/16_kuniyoshi.html
- Art camp.
  seisa.ed.jp/seisanews/index.php/view/253

TEACHER TALK

- Have students identify thematic vocabulary, idiomatic expressions, transitional expressions, and sentence patterns used in the transportation announcement, school conversations, and instructions, which they can apply later in the unit when working on speaking and writing tasks.

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SUGGESTED RESOURCES (CONT'D)

- TV news segment on the Akita Kanto Festival.
  news24.jp/articles/2018/08/04/07400561.html

School Debate

- The advantages of integrating the arts into your life.
  artlifestyling.com/posts/blog/5212/
- Pros and cons of watching movies.
  blog.monogatarukame.net/entry/monogatari-eiga
- Pros and cons of wooden house construction.
  housingbazar.jp/vendors/themes.php?t=2

Instructions

- Erin's Challenge. Tea ceremony.
  erin.ne.jp/jp/lesson24/letstry/index.html
- Kagawa Museum. Inquiry instruction. (Click 音声読み上げ at top of webpage for audio.)
  pref.kagawa.jp/kmuseum/otoiawase/
- NHK Michishiru. The fun of chiyo-gami.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004500411_00000
- NHK Michishiru. Furoshiki wrapping technique.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004500406_00000
- NHK Michishiru. Pretty colors of creative Japanese sweets (創作和菓子).
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004500499_00000

Cultural Presentation

- Manekineko Museum. Promotional movie.
  manekineko-m.jp/dantai.html
- Japan Arts Council. Bunraku.
  ntj.jac.go.jp/unesco/bunraku/jp/introduction/index.html
- Web Japan. Jikabuki: 300 years of amateur theater. (Use either link provided.)
  web-japan.org/jvt/ja/streaming/mp4/jvt_17-18_no4_1_jp_256k_mp4.html
  youtube.com/watch?v=xN4zhSPBTrE&feature=youtu.be
- NHK Michishiru. Niigata-ken, Ojiya-shi (新潟県小千谷市). The world's largest fireworks.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004410032_00000
- NHK Michishiru. Maiko (舞妓). Ultimate hospitality.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004990115_00000
- NHK Michishiru. Kaga-yuzen (加賀友禅). Kimono.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004990108_00000

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MODE

Written Interpretive Communication

STIMULUS/TASK MODEL: LETTER AND SHORT STORY

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify main idea. **1.A.2:** Identify supporting/relevant details.
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.1:** Explain the moral or theme. **3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

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SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

Letter

- Machinaka Kawaraban Saga. Letter from an artist.
  kawaraban-web.com/4029/
- Livedoor. Thank-you letter for a tea ceremony.
  blog.livedoor.jp/lettre3/archives/64788432.html
- Ballet-P. Sample thank-you letter for tickets to a ballet recital.
  ballet-p.com/ThankYouLetter.html
- Lyrics and a letter: 手紙~拝啓、十五の君へ~歌詞.
  j-lyric.net/artist/a04c419/l00ea7d.html
- Board of Education in Hiroshima Prefecture. Heartwarming stories and events from everyday life.
  pref.hiroshima.lg.jp/site/12doutoku/12doutoku-h-kokoro.html#uresiiotayori
- Teacher's letter to a high school student from her teacher.
  d.hatena.ne.jp/dainoji55/20110406/1302102269

Short Story

- Yomu Shosetsu. Hamurin. "Sakura Color."
  ncode.syosetu.com/n3734ea/
- Various short stories.
  jxtg-group.co.jp/hanataba/stories/new/

TEACHER TALK

- Monitor and facilitate students' reading process by answering questions, clarifying confusions, and checking for understanding.

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MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions
5: *Communicate interpersonally by speaking with others*	**5.A:** Understand and apply appropriate communication strategies in interpersonal speaking.	**5.A.1:** Initiate, maintain, and close spoken exchanges. **5.A.2:** Comprehend an interlocutor's message in spoken exchanges. **5.A.3:** Provide and obtain relevant information in spoken exchanges. **5.A.4:** Use appropriate register and greeting for the intended target culture audience in spoken exchanges. **5.A.5:** Use pronunciation and pitch that are comprehensible when interacting with speakers of the target language in spoken exchanges. **5.A.6:** Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. **5.A.7:** Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
	5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	**5.B.1:** Use a variety of grammar and syntax in spoken exchanges. **5.B.2:** Use transitional expressions and cohesive devices in spoken exchanges. **5.B.3:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. **5.B.4:** Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

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SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Erin's Challenge. Talking about music.
  erin.ne.jp/jp/lesson07/advanced/index.html
- Erin's Challenge. At Bunkasai.
  erin.ne.jp/jp/lesson24/advanced/index.html
- NHK for School, Integrated Learning. Look for the video entitled "Abandoned Pets." Or you can use one of the other videos. Here is a sample question:
  あなたはペットをかっていますか
  nhk.or.jp/school/clip/

TEACHER TALK

- Provide examples of effective student responses to conversations from AP Central as models for students.

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MODE

Written Interpersonal Communication

STIMULUS/TASK MODEL: TEXT CHAT

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
6: *Communicate interpersonally by writing to others*	**6.A:** Understand and apply appropriate communication strategies in interpersonal writing.	**6.A.1:** Initiate, maintain, and close written exchanges. **6.A.2:** Provide and obtain relevant information in written exchanges. **6.A.3:** Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. **6.A.4:** Use a variety of grammar and syntax in written exchanges. **6.A.5:** Use register appropriate for the intended target culture audience in written exchanges. **6.A.6:** Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.
	6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	**6.B.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. **6.B.2:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. **6.B.3:** Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges.
	6.C: Understand and apply appropriate writing systems in interpersonal writing.	**6.C.1:** Use appropriate writing systems (hiragana, katakana, kanji) in interpersonal communication. **6.C.3:** Use keyboarding to communicate in written exchanges.

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Influences of Beauty and Art

UNIT 3

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Mill Talk. Inner beauty.
  milltalk.jp/boards/12202
- JP Canada. Why do Japanese people like taking photos?
  bbs.jpcanada.com/log/6/3973.html
- "Do you know KWAII culture?"
  Here is a sample question: かわいい文化知ってる？
  english360.jp/9090/
- Osaka University of Arts. University students' messages to high school students.
  edu.career-tasu.jp/p/school/senior/student_detail.aspx?scl_no=7535600&snr_cd=001
- BuzzFeed. Differences between the daily activities of a high school student and those of an office worker.
  Possible areas of exploration: 朝、何時に起きて、学校に行く前に何をしますか。
  buzzfeed.com/jp/yuyayoshida/gambarunnba?utm_term=.kmlW9WXY9#.vbwJ6Jxr6

TEACHER TALK

- Provide examples of effective student responses to emails from AP Central as models for students.

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MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PERSPECTIVE PRESENTATION

Skill Category	Skill	Learning Objective
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.2:** Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. **2.A.3:** Describe content and connections among cultural and interdisciplinary topics.
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
7: *Communicate through spoken presentations*	**7.A:** Plan and research an issue or topic for presentational speaking.	**7.A.1:** Use a process to plan spoken presentations. **7.A.2:** Use research strategies to gather information and evidence for inclusion in spoken presentations.
	7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	**7.B.1:** Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. **7.B.2:** Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. **7.B.3:** Use pronunciation and pitch in spoken presentations that are comprehensible to speakers of the target language. **7.B.4:** Use effective intonation patterns, pacing, and delivery in spoken presentations. **7.B.5:** Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.	**7.C.1:** Use a variety of grammar and syntax in spoken presentations. **7.C.2:** Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. **7.C.3:** Monitor language production; recognize errors and attempt self-correction in spoken presentations.

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Skill Category	Skill	Learning Objective
	7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	**7.D.1:** Explain ideas and opinions with examples in spoken presentations. **7.D.2:** Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations.

SUGGESTED RESOURCES

For each of the resources below, teachers can guide students to extract key sentences to illustrate 4–6 aspects of the target cultural perspective, on the theme of beauty and art and recommended contexts for this unit. Students should rephrase the sentence in their own words, supporting their points with examples and explaining the perspective.

- Web Japan. Style in Japan: the Japanese philosophy of beauty. Sample key sentence:
  日本人の美意識は日本文化の中で見られます。
  web-japan.org/niponica/pdf/niponica23/no23_ja.pdf
- Kids Web Japan. Ikebana. Sample key question:
  生け花は約700年前からある花などをかざる芸術です。
  web-japan.org/kidsweb/ja/virtual/ikebana/ikebana01.html
- Kids Web Japan. Ukiyo-e. Sample key question:
  浮世絵は江戸時代の大衆文化でした。
  web-japan.org/kidsweb/ja/virtual/ukiyoe/ukiyoe01.html

TEACHER TALK

- Guide students to create and deliver their short presentations using rubrics.
- Provide examples of effective student responses to cultural comparisons from AP Central as models for students.

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MODE

Written Presentational Communication

STIMULUS/TASK MODEL: COMPARE AND CONTRAST ARTICLE

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
8: *Communicate through written presentations*	**8.A:** Plan and research an issue or topic for presentational writing.	**8.A.1:** Use a process to plan written presentations. **8.A.2:** Use research strategies to gather information and evidence for inclusion in written presentations.
	8.B: Use appropriate writing strategies to communicate an idea in presentational writing.	**8.B.1:** Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. **8.B.2:** Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.
	8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.	**8.C.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. **8.C.2:** Use a variety of grammar and syntax in written presentations. **8.C.3:** Produce simple, compound, and complex sentences in a variety of time frames in written presentations. **8.C.4:** Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations.
	8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.	**8.D.1:** Explain ideas and opinions with examples in written presentations. **8.D.2:** Compare features of the target language culture (including products, practices, and perspectives).
	8.E: Understand and apply appropriate writing systems in presentational writing.	**8.E.1:** Use appropriate writing systems (hiragana, katakana, kanji) in written presentations. **8.E.3:** Use keyboarding to communicate in written presentations.

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Influences of Beauty and Art

UNIT 3

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Comparing watching movies to watching plays.
  gakumado.mynavi.jp/gmd/articles/26914
- Similarities between photography and painting.
  oekaki-fantasia.com/2017/02/23/photo-merit/
- Comparing photography to video.
  mayoinu.com/entry/2018/01/27/200000
- Traditional Japanese food culture.
  washokujapan.jp/culture/
- Japanese Schools. Artists.
  school.js88.com/catalog/job-zukan-j/guide?job-genre=7&job=73

TEACHER TALK

- Teachers can guide students to find similarities and differences using Venn diagrams, adding their personal experiences to support their arguments.

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AP JAPANESE
LANGUAGE AND CULTURE

UNIT 4

How Science and Technology Affect Our Lives

~20–25
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 4

Multiple-choice: ~30 questions
Free-response: 4 questions

- Text chat
- Compare and contrast article
- Conversation
- Cultural perspective presentation

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UNIT 4 ~20–25 CLASS PERIODS

How Science and Technology Affect Our Lives

ESSENTIAL QUESTIONS

- What factors drive innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- What are the social consequences of scientific or technological advancements?

Developing Understanding

Unit 4 explores the effect of science and technology on people's lives in Japanese-speaking communities. This theme encourages students to work with more complex and academic vocabulary and content as they continue to develop linguistic and cultural concepts from previous units. Students continue to interact with more complex topics as they broaden their vocabulary and communication skills by learning more about science and technology in the target culture. While **Science and Technology** is the primary thematic focus of the unit, it is possible to integrate the additional themes of Global Challenges, Contemporary Life, and Personal and Public Identities. For example, students could

- explore how developments in science can both create and resolve challenges in contemporary society.
- investigate how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.
- consider ways access to technology affects society and the quality of life.
- examine how science and technology affect the values and ethics of a community.

Suggested Themes	Recommended Contexts
Science and Technology	Effects of Technology on Self and Society, Climates and the Physical World
Global Challenges	Population and Demographics, Access to Food and Water
Contemporary Life	Travel, Transportation, and Tourism, Entertainment, Sports and Leisure, Lifestyles and Pop Culture
Personal and Public Identities	Nationalism, Patriotism, Global Identity and Responsibility

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UNIT 4

How Science and Technology Affect Our Lives

Building Course Skills

In this unit, students continue working in the interpretive mode with audio and written sources of increasing complexity. The listening task models for the unit include pre-recorded messages, radio broadcasts, uncontextualized dialogues, cultural presentations, and public announcements. Reading task models include travel brochures, email inbox, and journalistic articles. Building on skills developed in Unit 3, students continue to use context to

- deduce meaning of unfamiliar words and infer the implied meanings of a text.
- identify and describe features of sources, including intended audience, purpose, point of view, tone or attitude, main idea, and details.
- determine the meaning of a text using provided interdisciplinary or cultural information.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes. Students

- select resources and use a planning process for preparing a short cultural perspective presentation on the topics addressed in this unit, including viewpoints, supporting evidence, and elaboration.
- provide and obtain information about the impact of the development of science and technology on people's lives in written and spoken exchanges.
- use strategies such as requesting clarification, asking for repetition, and circumlocution to initiate, maintain, and close spoken and written exchanges.
- research and gather information needed to compare and explain two opposing sides of a specified topic addressed in this unit by taking a position and then providing supported reasoning.

Preparing for the AP Exam

As students prepare for the AP Exam, teachers should encourage students to work more independently and develop strategies to address content they find challenging.

AREAS OF CHALLENGE: MULTIPLE CHOICE

In **radio news broadcasts**, students may struggle to identify relevant details and point(s) of view. To address this challenge

- if students still need extra help, teachers can anticipate which interdisciplinary or cultural information and vocabulary may be challenging to students and provide explanations. This vocabulary can be added to the class vocabulary bank.
- to help with comprehension, teachers can also provide some context on the topic by providing information.
- as students start preparing for the AP Exam, ask them to predict relevant vocabulary related to the theme of this unit that may be used in the radio broadcast. Then ask students to decode the vocabulary as best they can using tools as needed, the context, and any prior knowledge about the content to identify relevant details.

In **cultural presentations**, students have difficulty determining or identifying features of the text. To address this challenge

- teachers should provide students with authentic cultural presentations from Japanese magazines and articles. With a partner, students can identify and discuss the main point of the article and relevant cultural elements.
- students can develop true or false questions about the article and ask their partner to respond.
- students can research cultural information on topics that are of interest to them such as anime, Japanese food, celebrations, or religions. Student can then share what they have learned with their classmates.

In response to **email inbox** questions, students may have difficulty identifying the purpose. To address this challenge:

- before reading, teachers can provide essential vocabulary related to the messages in the email inbox and add these terms to the class vocabulary bank.
- students can distinguish the different purpose or main idea among the messages by summarizing or paraphrasing each message after reading.
- teachers can provide a matching activity with several sample emails and responses. Students can identify what response matches the content of each email message.

In this unit, students continue to practice the four free-response questions. Through engaging in a conversation, students are required to address all aspects of each question presented in the conversation with elaboration and explanations.

AREAS OF CHALLENGE: CONVERSATION

In the conversation free-response question, the challenge of not fully understanding the interlocutor was shared earlier. An additional struggle occurs with speech delivery. Excessive hesitation, vague pronunciation, and inconsistent pace and intonation all affect comprehensibility in the conversation. To address these challenges

- students can listen to various authentic audio sources including conversations to get exposure to the flow of conversations.

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- students can record and compare their own recorded speeches with exemplar samples available on the AP Central website so as to identify and become aware of aspects of their pronunciation, pace, and intonation that need to be improved, so they can monitor their language use.
- students can also practice pronunciation and speed of delivery with classmates, a teacher, or native speakers if available.

An additional struggle with conversation free-response question is that students sometimes provide irrelevant or off-topic answers due to misinterpretation of questions. To address this challenge

- teachers should encourage students to listen and carefully read and follow the directions in English.
- teachers can have students repeat or rephrase questions during classroom practice to build understanding.
- teachers can ask students to work on speaking activities that require them to provide answers with examples or justifications such as role-playing or holding a debate.
- teachers can invite native speakers from the local community to visit the classroom, so that students can engage in spontaneous conversations.
- students should practice continuing the conversation even if they miss a turn in the conversation.

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UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 4.
Review the results in class to identify and address any student misunderstandings.

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MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: PRE-RECORDED MESSAGE, RADIO BROADCAST, UNCONTEXTUALIZED DIALOGUE, CULTURAL PRESENTATION, PUBLIC ANNOUNCEMENT

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify main idea. **1.A.2:** Identify supporting/relevant details.
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can make your own recording and/or write questions as desired.

Pre-recorded Message

- Heartful. (Click 多機能留守番. Use 0:50–1:33.)
  heartful.cc/service/standard/optionfree/2.html
- System Nishitsu. (Use 1:00–1:19.)
  s-nishitsu.co.jp/solution/solution-receipt_checkbook.html
- Field.
  field-1.com/Voice%20sample/02-Voice%20sample.wav

TEACHER TALK

- Before having students listen to the resources, ask them to think about and discuss with their classmates the cultural concepts related to that resource's topic.

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SUGGESTED RESOURCES (CONT'D)

Radio Broadcast

- Obunsha. National science contest.
  obunsha.co.jp/gakkon/
- Ibashin. Robot science education.
  ibashin-co.jp/publics/index/90/
- Science Channel. Artificial intelligence.
  人工知能とアート　芸術への挑戦（2017年3月29日配信）.
  sciencechannel.jst.go.jp/M170001/detail/M160001016.html

Uncontextualized Dialogue

- Nameraka Nihongo Kaiwa. Successful communication in Japanese. (Use 42:43–44:20.)
  youtube.com/watch?v=w0sp1W9py-o&t=1271s
- Ascii Kids. Making accessories with solar power.
  500円で子供と作れる太陽光を使ったアクセサリー
  ascii.jp/elem/000/001/716/1716003/
- Erin's Challenge. Cell phone use.
  erin.ne.jp/jp/lesson14/basic/index.html
- NHK Archives. Interview about historic figures with Takashi Yanase.
  nhk.or.jp/archives/tv60bin/detail/index.cgi?das_id=D0009010542_00000
- Interview of a soccer player.
  youtube.com/watch?v=bv-ltpRv6kw

Cultural Presentation

- Mobercial. Projection mapping. (Choose 村松亮太郎.)
  mobercial.com/article/techxart/
- Discovery. Japanese robots.
  discoverychannel.jp/0000004134/
- Government of Japan, Cabinet Office. (Choose "Web限定ムービー. Society 5.0.")
  gov-online.go.jp/cam/s5/
- Shimpei Takahashi at TEDxTokyo. How to create new ideas.
  ted.com/talks/shimpei_takahashi_play_this_game_to_come_up_with_original_ideas/up-next?language=ja

Public Announcement

- Fujisawa City Chamber of Commerce. Computer class.
  office-kanade.com/fujisawa/
- Yamanashi University. LEGO Mindstorms.
  society.me.yamanashi.ac.jp/jsme/mecha-day/2018/
- Promotional video for Japan's Maglev.
  youtube.com/watch?v=YMihQJZM7o0

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MODE

Written Interpretive Communication

STIMULUS/TASK MODEL: TRAVEL BROCHURE, EMAIL INBOX, AND JOURNALISTIC ARTICLE

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify main idea. **1.A.2:** Identify supporting/relevant details.
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

Travel Brochure

- Yamanashi. Maglev exhibition center. linear-museum.pref.yamanashi.jp/facility/.pdf
- Iwate Prefecture. Traveling in Iwate, いわての旅. iwatetabi.jp/spot/

TEACHER TALK

- Distribute to students different segments of the text (teachers will need to prepare these materials in advance). Then ask students to discuss them and summarize the message of each, creating questions that might be addressed in the full text.

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SUGGESTED RESOURCES (CONT'D)

- Visiting Shiretoko National Park in Hokkaido, 北海道, 知床国立公園
  visit-hokkaido.jp/info/detail/177
- Gifu Prefecture. Guide for traveling in Gifu, ぎふの旅ガイド.
  kankou-gifu.jp/spot/

Email Inbox

Teachers may use the topic of selected messages below. They may create email messages with questions by modifying the selected messages as needed. Some sample questions have been provided.

- High school students' message board on computer skills. Example key question: プログラミングスキルって必要？
  coeteco.jp/articles/10051#content_4
- Benesse Educational Information. 90% of parents want their children to have an interest in cutting-edge science and technology.
  benesse.jp/kyouiku/201010/20101021-1.html
- Ehime University. Science Innovation Challenge Course. Here is a sample question: 理科が好きですか。
  ehime-u-sciencecourse.jp/question.html
- Benesse Educational Information. Is it OK to study while listening to music? 音楽を聴きながら勉強しても大丈夫？
  benesse.jp/kyouiku/201606/20160612-1.html
  Here is a sample question: Possible area of exploration: あなたは音楽をききながら勉強をしますか

Journalistic Article

- Nishinippon Shinbun. Game development at Kyushu University.
  nishinippon.co.jp/feature/kodomo_reporter/article/395880/
- Mynavi News. Telework.
  news.mynavi.jp/article/20180704-659014/
- TV Tokyo.
  tv-tokyo.co.jp/mv/wbs/feature/post_143123/
- Henna Hotel.
  h-n-h.jp/
- Public awareness of "smartphone dependence" is 80%.
  mmdlabo.jp/investigation/detail_1433.html
- Products at Bic Camera.
  biccamera.com/bc/c/topics/convenient/index.jsp

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MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
5: *Communicate interpersonally by speaking with others*	**5.A:** Understand and apply appropriate communication strategies in interpersonal speaking.	**5.A.1:** Initiate, maintain, and close spoken exchanges. **5.A. 2:** Comprehend an interlocutor's message in spoken exchanges. **5.A.3:** Provide and obtain relevant information in spoken exchanges. **5.A.4:** Use appropriate register and greeting for the intended target culture audience in spoken exchanges. **5.A.5:** Use pronunciation and pitch that are comprehensible when interacting with speakers of the target language in spoken exchanges. **5.A.6:** Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. **5.A.7:** Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
	5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	**5.B.1:** Use a variety of grammar and syntax in spoken exchanges. **5.B.2:** Use transitional expressions and cohesive devices in spoken exchanges. **5.B.3:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. **5.B.4:** Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

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UNIT 4

How Science and Technology Affect Our Lives

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Chimata no Nihongo. (Click "General" under Contents. Then click "22—choosing a PC. Select "Intermediate level.")
  ajalt.org/rwj/
- Marugoto Plus. Episode 11: Internet shopping.
  a2-2.marugotoweb.jp/en/conversation/episode/11/
- Nameraka Nihongo. Computer class. (Use 42:47–43:39.)
  youtube.com/watch?v=w0sp1W9py-o
- Sony. Aibo: its features and behaviors. Here is a sample question:
  ペットはアイボか犬かどちらがいいですか。
  aibo.sony.jp/feature/feature1.html

TEACHER TALK

- Assign students, in turn, to perform their mini-dialogues in front of the class and receive feedback from your and classmates. Note that's it's probably best not to use the entire class period for the presentation work but instead assign 1-2 groups only in each class. This leaves time for recapping the lesson and highlighting what students have learned during the presentations.

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MODE

Written Interpersonal Communication

STIMULUS/TASK MODEL: TEXT CHAT

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
6: *Communicate interpersonally by writing to others*	**6.A:** Understand and apply appropriate communication strategies in interpersonal writing.	**6.A.1:** Initiate, maintain, and close written exchanges. **6.A. 2:** Provide and obtain relevant information in written exchanges. **6.A.3:** Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. **6.A.4:** Use a variety of grammar and syntax in written exchanges. **6.A.5:** Use register appropriate for the intended target culture audience in written exchanges. **6.A.6:** Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.
	6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	**6.B.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. **6.B.2:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. **6.B.3:** Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges.
	6.C: Understand and apply appropriate writing systems in interpersonal writing.	**6.C.1:** Use appropriate writing systems (hiragana, katakana, kanji) in interpersonal communication. **6.C.3:** Use keyboarding to communicate in written exchanges.

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UNIT 4

How Science and Technology Affect Our Lives

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Nihon Keizai Shinbun. Survey on high school students' use of SNS.
  release.nikkei.co.jp/attach_file/0475450_01.pdf
- National Institution on Young Education. Survey on high school students' attitude on science.
  niye.go.jp/kanri/upload/editor/88/File/10TotalResults2.pdf
- Mynavi. Diagnosis of smartphone dependence.
  Possible area of exploration: 1日に何時間くらいスマホを使いますか。
  gakumado.mynavi.jp/gmd/diagnoses/37561
- NHK News: どうしてここに？「五反田バレー」.
  Here is a sample question: 自分のアパートを探す時、何が一番大切ですか。
  nhk.or.jp/news/business_tokushu/2018_0801.html
- Science Olympiad for high school students. Here is a sample question:
  Possible area of exploration: 高校生科学オリンピックを知っていますか。
  mext.go.jp/b_menu/shingi/chousa/gijyutu/027/shiryo/__icsFiles/afieldfile/2017/12/26/1388666_4.pdf

TEACHER TALK

- As a homework assignment, ask students to email you with details or suggestions about matters they are interested in, such as a field trip, tutoring, and summer camp. To check for their understanding, you can then have them orally summarize or rephrase the content in the email.

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MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PERSPECTIVE PRESENTATION

Skill Category	Skill	Learning Objective
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.2:** Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. **2.A.3:** Describe content and connections among cultural and interdisciplinary topics.
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
7: *Communicate through spoken presentations*	**7.A:** Plan and research an issue or topic for presentational speaking.	**7.A.1:** Use a process to plan spoken presentations. **7.A.2:** Use research strategies to gather information and evidence for inclusion in spoken presentations.
	7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	**7.B.1:** Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. **7.B.2:** Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. **7.B.3:** Use pronunciation and pitch in spoken presentations that are comprehensible to speakers of the target language. **7.B.4:** Use effective intonation patterns, pacing, and delivery in spoken presentations. **7.B.5:** Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.	**7.C.1:** Use a variety of grammar and syntax in spoken presentations. **7.C.2:** Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. **7.C.3:** Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	**7.D.1:** Explain ideas and opinions with examples in spoken presentations. **7.D.2:** Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations.

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UNIT 4

How Science and Technology Affect Our Lives

SUGGESTED RESOURCES

For each of the resources below, teachers can guide students to extract key sentences to illustrate 4–6 aspects of the target cultural perspective, on the theme of science and technology and recommended contexts for this unit. Students should rephrase the sentence in their own words, supporting their points with examples and explaining the perspective.

- Web Japan. Welcome to the world of robots. (Use either provided link.) Sample key questions: 日本のあるホテルではいろいろな所でロボットが活躍しています。
  web-japan.org/jvt/ja/streaming/mp4/jvt_15-16_no3_2_jp_256k_mp4.html (MP4)
  youtube.com/watch?v=KOKO00XkLS0&feature=youtu.be (YouTube)
- Web Japan. Japan's high-speed rail system. (Use either provided link.) Sample key questions: 日本では高速鉄道が全国に広がっています。
  web-japan.org/jvt/ja/streaming/mp4/jvt_10-11_no8_1_jp_256k_mp4.html (MP4)
  youtube.com/watch?v=JghZz5aBLT4&feature=youtu.be (YouTube)
- Web Japan. Vending machine. (Use either provided link.) Sample key question: 日本では今人とコミュニケーションをする機能がある自動販売機が出てきました。
  web-japan.org/jvt/ja/streaming/mp4/jvt_16-17_no4_4_jp_256k_mp4.html (MP4)
  youtube.com/watch?v=4bbFLLJ1I2I&feature=youtu.be (YouTube)

TEACHER TALK

- Provide a graphic organizer (T-chart or Venn diagram) to help students plan and organize their presentation.

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MODE

Written Presentational Communication

STIMULUS/TASK MODEL: COMPARE AND CONTRAST ARTICLE

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
8: *Communicate through written presentations*	**8.A:** Plan and research an issue or topic for presentational writing.	**8.A.1:** Use a process to plan written presentations. **8.A.2:** Use research strategies to gather information and evidence for inclusion in written presentations.
	8.B: Use appropriate writing strategies to communicate an idea in presentational writing.	**8.B.1:** Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. **8.B.2:** Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.
	8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.	**8.C.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. **8.C. 2:** Use a variety of grammar and syntax in written presentations. **8.C.3:** Produce simple, compound, and complex sentences in a variety of time frames in written presentations. **8.C.4:** Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations.
	8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.	**8.D.1:** Explain ideas and opinions with examples in written presentations. **8.D.2:** Compare features of the target language culture (including products, practices, and perspectives).
	8.E: Understand and apply appropriate writing systems in presentational writing.	**8.E.1:** Use appropriate writing systems (hiragana, katakana, kanji) in written presentations. **8.E.3:** Use keyboarding to communicate in written presentations.

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UNIT 4

How Science and Technology Affect Our Lives

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Pros and cons of using a laptop computer.
  xn--9ckaldc9ld2ee.com/web/notepc.html
- Pros and cons of using electronic books.
  xn--9ckaldc9ld2ee.com/culture/ebook.html
- Comparing Facebook, Twitter, and Instagram.
  gaiax-socialmedialab.jp/post-29375/
- High school students must see them! Six ways to overcome smartphone dependence.
  kore-goodnews.jp/lifestyle-261-7133

TEACHER TALK

- Teachers can guide students to find similarities and differences using Venn diagrams, adding their personal experiences to support their arguments.

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AP JAPANESE
LANGUAGE AND CULTURE

UNIT 5

Factors That Impact the Quality of Life

~20–25
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 5

Multiple-choice: ~30 questions
Free-response: 4 questions

- Text chat
- Compare and contrast article
- Conversation
- Cultural perspective presentation

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UNIT 5

~20–25 CLASS PERIODS

Factors That Impact the Quality of Life

ESSENTIAL QUESTIONS

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one live impact the quality of life?
- What influences one's interpretation and perceptions of the quality of life?

Developing Understanding

This unit explores themes related to the quality of life in Japanese-speaking communities, which provides a meaningful context for students to work on increasingly nuanced linguistic and cultural concepts as they expand their academic vocabulary. While the unit's primary thematic focus is **Contemporary Life**, the themes of Global Challenges, Science and Technology, and Beauty and Aesthetics may also be incorporated. For example, students could

- explore how one's social status influences their quality of life.
- investigate how cultural perspectives and traditions relate to the quality of life.
- consider how access to education, health care, justice, food, and water impact the quality of life.
- explore how geography influences the quality of life.

Suggested Themes	Recommended Contexts
Contemporary Life	Education and Careers, Lifestyles, Volunteerism, Relationships
Global Challenges	Philosophical Thought and Religion, Social Conscience, Population and Demographics
Science and Technology	Health and Wellness, Natural Phenomena
Beauty and Aesthetics	Defining Beauty, Defining Creativity, Fashion and Design

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UNIT 5

Factors That Impact the Quality of Life

Building Course Skills

In this unit, students continue working in the interpretive mode with audio and written sources and complete multiple-choice questions related to radio cultural documentaries, instructions, cultural presentations, school debates, radio news broadcasts, letters, and short stories. Sources should be equivalent in complexity to what students can expect to see on the AP Exam in this unit.

Students develop their ability to comprehend and interpret information through audio and written sources of increasing complexity as they

- acquire a variety of vocabulary from authentic sources related to the topics and themes addressed in this unit.
- identify or describe the main ideas, details, perspectives, tones, purpose, and connections among cultural and interdisciplinary topics.
- use cultural or interdisciplinary information to infer the meanings of a text and deduce meaning of unfamiliar words through context.
- identity the moral, theme, or cultural perspectives of short stories and other texts.

Building on skills developed in previous units and practicing in the interpretive mode addressed in this unit, students further engage in the interpersonal and presentational modes as they

- apply analytic skills, vocabulary, and sentence structures gained from listening, reading, and deconstructing authentic sources to discuss and explain a specific topic with examples, elaboration, and supporting ideas.
- converse on the topics addressed in this unit and attempt self-correction using a variety of vocabulary, sentence structures, and communication strategies.
- use cultural information acquired from sources in Unit 5 to prepare and deliver an organized cultural perspective presentation related to this unit's theme.
- use appropriate writing systems (a mixture of kanji, hiragana, and katakana) in writing tasks.

Preparing for the AP Exam

AREAS OF CHALLENGE: MULTIPLE-CHOICE

In **radio news broadcasts**, students may struggle to identify the distinguishing features of the text such as the viewpoint, purpose and/or intended audience. Teachers can address this challenge by

- guiding students to discover these features by actively deconstructing the text—stating the viewpoint, purpose, intended audience, and cultural connections.
- asking students to develop discussion questions based on the viewpoint, purpose, audience, and cultural connections identified.
- asking students to work in pairs using the radio news broadcast to answer the student-developed questions.

In the **pen pal letter**, students have difficulty with comprehension and interpreting various elements such as personal experience and feelings, events, or proposed plans provided in the letter. To address this challenge

- students who need more practice can chunk the text into small segments and work in small groups discussing and summarizing their portion of text.
- students can identify and explain challenging vocabulary, adding it to the class vocabulary bank.
- students can also create questions and ask other small groups to respond. These groups can review the responses together.
- as students' skills improve, ask them to discuss, summarize, and respond to larger portions of the text, working their way up to responding to the full letter.

The cultural perspective presentation free-response question requires students to give an oral presentation in which they demonstrate cultural knowledge and linguistic accuracy as they explain their perspectives on a specified topic and discuss different aspects of the topic with examples and details.

AREAS OF CHALLENGE: CULTURAL PERSPECTIVE PRESENTATION

The **cultural perspective presentation** is one of the more challenging questions on the AP Exam. Successful students generally have had significant classroom practice and have received targeted and directed feedback from teachers. Consider providing several opportunities for students to practice this task with scaffolded instruction that increases the complexity of the task and provides feedback for students to improve in their presentation skills. Some strategies teachers can implement to help students build their presentation skills include

- breaking skills down incrementally.
- providing practice over time to develop each skill.
- providing timely and focused feedback. Teachers can let students know where they have done well and where they need to improve, watching for improvement in individual students' skills and providing encouragement as students practice and improve.
- providing opportunities for students to practice with a partner and receive feedback to improve their delivery. Practice with a partner improves a student's presentation, and it can also help the student,

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providing feedback to reflect on areas where their own presentation skills can improve.

- ensuring that students understand the scoring guidelines. As discussed below, the scoring samples on AP Central can provide a wealth of knowledge for students on how the question is scored and, therefore, how students can organize and present their cultural presentation.

One frequent challenge on the cultural perspective presentation is that students fail to address their own perspective on a topic that requires them to use their acquired knowledge of Japanese culture. To help improve student performance on this task, teachers can

- provide guided practice in addressing individual perspectives and organizing a speech before asking students to work on the task.
- give students targeted vocabulary and grammatical structures to help them discuss these topics in Japanese.
- provide sample student responses from AP Central and the scoring guidelines for this task to familiarize students with expectations for performance on this task. Discuss low-, mid-, and high-level performances and have students identify aspects of each one using the scoring guidelines.
- provide many opportunities for students to discuss Japanese cultural products, practices, perspectives with guiding questions that ask students to provide their perspectives.
- encourage students to express their own viewpoints by comparing cultural aspects from their target culture with similar aspects of their own culture.

An additional challenge with the cultural perspective presentation is that students do not always manage their time well when presenting. To address this challenge

- teachers can use a previous year's cultural presentation prompt from AP Central and have students brainstorm on how to respond and how to organize the presentation by writing down key words or ideas in the order they want to include in their presentation. Students can then complete this same activity individually using another prompt.
- students can listen critically to a wide variety of audio presentations throughout the year, noting the organization of those presentations.
- students can practice ways to use presentation preparation time effectively. Instead of writing full statements, encourage students to write a list of key ideas that they want to address in the order in which they plan to include them in their presentation.

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UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 5.
Review the results in class to identify and address any student misunderstandings.

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MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: RADIO CULTURAL DOCUMENTARY, INSTRUCTIONS, CULTURAL PRESENTATION, SCHOOL DEBATE, RADIO NEWS BROADCAST

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify main idea. **1.A.2:** Identify supporting/relevant details. **1.A.3:** Sequence information in narrative form
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can make your own recording and/or write questions as desired.

Radio Cultural Documentary

- Web Japan. High school students' challenge!
  web-japan.org/jvt/ja/streaming/mp4/jvt_13-14_no5_3_jp_256k_mp4.html
- Web Japan. Trendsetting Tokyo.
  web-japan.org/jvt/ja/streaming/mp4/jvt_12-13_no4_1_jp_256k_mp4.html
- Erin's Challenge. School excursion.
  erin.ne.jp/jp/lesson20/letssee/index.html

TEACHER TALK

- Preview critical vocabulary prior to having students listen to the assigned materials. Also provide students with listening questions before their listening activities.

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SUGGESTED RESOURCES (CONT'D)

- NHK Michishiru. Winter in Iiyama-shi, Nanano, 長野県　飯山市の冬.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004500489_00000
- NHK Michishiru. The people who continue to live in Akihabara, オレたちアキバっ子.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004990826_00000
- NHK Michishiru. Students who live in Tanegashima (rocket launch site), 宇宙留学生、
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004990872_00000

Instructions

- JPLANG. How to use the gym.
  jplang.tufs.ac.jp/en/ch/14/L14-29-tlb.html
- JLPT Boot Camp. Visit to a bread factory. (Use 0.55–1.36.)
  jlptbootcamp.com/JEES-tests/N4Sample.mp3
- NJE sample question. School announcement. (Click "Start now" and "Play audio" for Question III.)
  quia.com/quiz/5125165.html?AP_rand=1989696281
- Japanese food test. Chopstick use, 和食検定、はしの使い方.
  washokukentei.jp/news/2017/02/you-tube.html
- Kewpie. 3-minute cooking: How to cut a pineapple.
  hicbc.com/tv/kewpie/55th/cooking/
- Kewpie. 3-minute cooking: How to peel tomato skins.
  hicbc.com/tv/kewpie/55th/cooking/

Cultural Presentation

- 100 Banch. Diversity: A way of life.
  100banch.com/magazine/event-report/ddss_report
- Jiyujin Suzu. Omotenashi. (Choose #2 外国人が驚くおもてなし.)
  tsuri-ten.cocolog-nifty.com/blog/2013/12/post-d634.html
- Web Japan. Wrapping: A gift from the heart. (Use either link provided.)
  web-japan.org/jvt/ja/streaming/mp4/jvt_16-17_no1_2_jp_256k_mp4.html
  youtube.com/watch?v=vqDwmTVT7Js&feature=youtu.be
- NHK News, Cameraman's Eye. Communicating words,　ことばにして伝えたい.
  nhk.or.jp/news/cameramanseye/2018_0726.html
- NHK News, Cameraman's Eye. Children with trisomy 18, 1 8 トリソミー」の子の写真集.
  nhk.or.jp/news/cameramanseye/2018_0413_3.html

School Debate

- Pros and cons of high school club activity.
  getnews.jp/archives/1445128
- Pros and cons of the younger generation's slang. (View panels 21–23.)
  tsuyama-ct.ac.jp/ippan/H26hokoku/ehara3.pdf
- Kokosei Shinbun. Casual clothes or school uniforms?
  koukouseishinbun.jp/articles/-/4112
- NHK for School. Short video on morals, [ココロ部！] 第 1 「外国から来た転校生」　VTR ②. Pros and cons of allowing a student from Brazil to show his body piercings.
  nhk.or.jp/school/clip/

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SUGGESTED RESOURCES (CONT'D)

- NHK for School. Short video on morals. [ココロ部！] 第7 「遅れてきた客」　VTR ①.
  Pros and cons of allowing visitors into a museum.
  nhk.or.jp/school/clip/
- NHK for School. Short video on morals. [ココロ部！] 第8 「みんなに合わせる”友情”」
  VTR ①.
  Pros and cons of allowing visitors into a museum.
  nhk.or.jp/school/clip/

Radio News Broadcast

- NJE Listening Level 3-II. On pharmacist.
  quia.com/quiz/5125162.html?AP_rand=879693908
- Kokosei Shinbun. On soccer club manager's creation of a motivational video.
  koukouseishinbun.jp/articles/-/4113
- Kokosei Shinbun. High school students' research on communication skills.
  koukouseishinbun.jp/articles/-/4114
- Youth Connection @ Starbucks.
  starbucks.co.jp/responsibility/youth/youkou/

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MODE
Written Interpretive Communication

STIMULUS/TASK MODEL: LETTER AND SHORT STORY

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify main idea. **1.A.2:** Identify supporting/relevant details.
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.1:** Explain the moral or theme. **3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

Letter

- Thank-you letter/letter requesting a favor.
  jplang.tufs.ac.jp/ms/yo/10/10.html
- Letter from a student.
  nihonngokyoushi-naniwanikki.blog.jp/archives/29250158.html
- Letter to a host family.
  detail.chiebukuro.yahoo.co.jp/qa/question_detail/q1191805911
- Hiroshima International University. "Letter from the heart" contest. My twin sister, 「双子のあなたへ」.
  hirokoku-u.ac.jp/cooperation/letter/2017.html

TEACHER TALK

- Actively guide students to examine a work to determine its distinguishing features and make inferences.

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SUGGESTED RESOURCES (CONT'D)

- Hiroshima International University. "Letter from the heart" contest. My father, 「お父さんへ」.
  hirokoku-u.ac.jp/cooperation/letter/2017.html

Short Story

- Kanata. "Flash of the Heart."
  ncode.syosetu.com/n0588ev/
- Suguru Kaiki. "My Hat."
  ncode.syosetu.com/n8189ej/
- Kei Kato. "Mom's Lunchbox."
  ncode.syosetu.com/n3435dt/
- JX-ENEOS Storybook. "My Happy Hat," ぼくの幸せのぼうし.
  jxtg-group.co.jp/hanataba/stories/no45/junior-02/
- JX-ENEOS Storybook. "Lies and Udon," うそとうどん.
  jxtg-group.co.jp/hanataba/stories/no46/junior-01/
- JX-ENEOS Storybook. "Colored Pencils," 色鉛筆.
  jxtg-group.co.jp/hanataba/stories/no46/junior-02/

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MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
5: *Communicate interpersonally by speaking with others*	**5.A:** Understand and apply appropriate communication strategies in interpersonal speaking.	**5.A.1:** Initiate, maintain, and close spoken exchanges. **5.A.2:** Comprehend an interlocutor's message in spoken exchanges. **5.A.3:** Provide and obtain relevant information in spoken exchanges. **5.A.4:** Use appropriate register and greeting for the intended target culture audience in spoken exchanges. **5.A.5:** Use pronunciation and pitch that are comprehensible when interacting with speakers of the target language in spoken exchanges. **5.A.6:** Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. **5.A.7:** Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
	5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	**5.B.1:** Use a variety of grammar and syntax in spoken exchanges. **5.B.2:** Use transitional expressions and cohesive devices in spoken exchanges. **5.B.3:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. **5.B.4:** Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

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Factors That Impact the Quality of Life

UNIT 5

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- NJE sample question. Physical check-up. (Click "Start now" and "Play audio" for Question I.) Here is a sample questions: 運動はよくしていますか。夜はよく寝られますか。何時間ぐらい寝ていますか。
  quia.com/quiz/5125165.html?AP_rand=1989696281
- Survey on high school students' future dreams. Possible areas of exploration: アンケートでは日本人の高校生の約70%が将来の夢を持っているのですが、あなたはどうですか。子どもが将来の夢を持てるようにするにはどうしたらいいですか。
  kanko-gakuseifuku.co.jp/media/homeroom/160927
- Survey on high school students' satisfaction with school. Possible areas of exploration: 自分が通っている学校の授業についてどのぐらい満足していますか。学校に行きたくないと思うことがよくありますか。それはどうしてですか。
  kanko-gakuseifuku.co.jp/media/homeroom/090224
- Ultraman Foundation. "Never give up." ウルトラマンからの動画、大切なのは諦めないこと. Here is a sample question: 自分の夢をかなえるために何をしていますか。
  ultraman-kikin.jp/message/
- Ultraman Foundation. "Let's hold hands, be brave." ウルトラマンからの動画、「勇気を出して手をつなごう」.
  ultraman-kikin.jp/message/
- Documentary video about lifestyles in Japan.
  nhk.or.jp/docudocu/movie/

TEACHER TALK

- Provide students with strategies for working with a conversation outline.

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MODE

Written Interpersonal Communication

STIMULUS/TASK MODEL: TEXT CHAT

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
6: *Communicate interpersonally by writing to others*	**6.A:** Understand and apply appropriate communication strategies in interpersonal writing.	**6.A.1:** Initiate, maintain, and close written exchanges. **6.A.2:** Provide and obtain relevant information in written exchanges. **6.A.3:** Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. **6.A.4:** Use a variety of grammar and syntax in written exchanges. **6.A.5:** Use register appropriate for the intended target culture audience in written exchanges. **6.A.6:** Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.
	6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	**6.B.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. **6.B.2:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. **6.B.3:** Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges.
	6.C: Understand and apply appropriate writing systems in interpersonal writing.	**6.C.1:** Use appropriate writing systems (hiragana, katakana, kanji) in interpersonal communication. **6.C.3:** Use keyboarding to communicate in written exchanges.

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Factors That Impact the Quality of Life

UNIT 5

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Erin's Challenge. Various classes at school.
  erin.ne.jp/jp/lesson17/letssee/explain.html
- Erin's Challenge. How to stay healthy.
  erin.ne.jp/jp/lesson16/letssee/explain.html
- Survey on how to spend leisure time.
  kanko-gakuseifuku.co.jp/media/homeroom/090929
- Survey on youth opinions about war and peace.
  nhk.or.jp/news/special/wakamonotoheiwa/index.html
- Ikejo.net. "What is quality of life? Let's live a high-quality life." 上質な暮らしとは何か.
  ikejo.net/joushitsu-kurashi-11148

TEACHER TALK

Provide a checklist of questions to guide students in reviewing and revising their work, such as

- Did I respond appropriately to the prompt?
- Did I respond to all questions in the incoming email?
- Did I use effective transitional elements in my writing?

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MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PERSPECTIVE PRESENTATION

Skill Category	Skill	Learning Objective
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.2:** Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. **2.A.3:** Describe content and connections among cultural and interdisciplinary topics.
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
7: *Communicate through spoken presentations*	**7.A:** Plan and research an issue or topic for presentational speaking.	**7.A.1:** Use a process to plan spoken presentations. **7.A.2:** Use research strategies to gather information and evidence for inclusion in spoken presentations.
	7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	**7.B.1:** Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. **7.B.2:** Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. **7.B.3:** Use pronunciation and pitch in spoken presentations that are comprehensible to speakers of the target language. **7.B.4:** Use effective intonation patterns, pacing, and delivery in spoken presentations. **7.B.5:** Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	7.C: Use appropriate language and vocabulary for the intended audience audience in presentational speaking.	**7.C.1:** Use a variety of grammar and syntax in spoken presentations. **7.C.2:** Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. **7.C.3:** Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	**7.D.1:** Explain ideas and opinions with examples in spoken presentations. **7.D.2:** Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations.

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Factors That Impact the Quality of Life

UNIT 5

SUGGESTED RESOURCES

For each of the resources below, teachers can guide students to extract key sentences to illustrate 4–6 aspects of the target cultural perspective, on the theme of the quality of life and recommended contexts for this unit. Students should rephrase the sentence in their own words, supporting their points with examples and explaining the perspective.

- JPLANG. Sending gifts. Sample key question: 日本には、おぼんや正月が近くなると、世話になった人や目上の人などに物をおくるしゅうかんがあります。
  jplang.tufs.ac.jp/en/yo/7/7.html
- Kids Web Japan. Life in the Japanese house. Sample key question: 日本の家では横にスライドさせて開け閉めする戸が多く使われています。
  web-japan.org/kidsweb/ja/virtual/house/house03.html
- Erin's Challenge. Cramming for school. Sample key question: 多くの高校生が学校が終わった後に塾で勉強します。
  erin.ne.jp/jp/lesson05/letssee/explain.html
- NHK, みちしる. Ascetic practices of dojo studio at Mount Koyasan, 高野山の修行道場. Sample key question: もう脂汗をかいております.
  nhk.or.jp/archives/michi/cgi/detail.cgi?dasID=D0004990582_00000
- NHK D-garage. Documentary: "Tea Ceremoney in the Dark." 暗闇の中の" 闇闇茶会". Sample key question: 日常ではあまり感じていなかった.
  nhk.or.jp/news/cameramanseye/2018_0623.html

TEACHER TALK

- Teach students how to gather the information and evidence they need to prepare an effective presentation.

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MODE

Written Presentational Communication

STIMULUS/TASK MODEL: COMPARE AND CONTRAST ARTICLE

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
8: *Communicate through written presentations*	**8.A:** Plan and research an issue or topic for presentational writing.	**8.A.1:** Use a process to plan written presentations. **8.A.2:** Use research strategies to gather information and evidence for inclusion in written presentations.
	8.B: Use appropriate writing strategies to communicate an idea in presentational writing.	**8.B.1:** Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. **8.B.2:** Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.
	8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.	**8.C.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. **8.C.2:** Use a variety of grammar and syntax in written presentations. **8.C.3:** Produce simple, compound, and complex sentences in a variety of time frames in written presentations. **8.C.4:** Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations.
	8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.	**8.D.1:** Explain ideas and opinions with examples in written presentations. **8.D.2:** Compare features of the target language culture (including products, practices, and perspectives).
	8.E: Understand and apply appropriate writing systems in presentational writing.	**8.E.1:** Use appropriate writing systems (hiragana, katakana, kanji) in written presentations. **8.E.3:** Use keyboarding to communicate in written presentations.

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Factors That Impact the Quality of Life

UNIT 5

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Pros and cons of a high school student holding a part-time job.
  coper.work/arubaito/article/detail/2148
- Survey on cars.
  okb-kri.jp/_userdata/pdf/press/20170731_press_kurumakan.pdf
- Pros and cons of high school extracurricular activities.
  sinosinogr.com/koukoubukatu
- Caohagan Island: "A rich life without much." カオハガガン島の「何もなくて豊かな暮らし」.
  caohagan.com/news/news-267/

TEACHER TALK

- Teachers can guide students to find similarities and differences using Venn diagrams, adding their personal experiences to support their arguments.

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AP JAPANESE
LANGUAGE AND CULTURE

UNIT 6

Environmental, Political, and Societal Challenges

~20–25
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 6

Multiple-choice: ~30 questions
Free-response: 4 questions

- Text chat
- Compare and contrast article
- Conversation
- Cultural perspective presentation

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UNIT 6

~20–25 CLASS PERIODS

Environmental, Political, and Societal Challenges

ESSENTIAL QUESTIONS

- How do environmental, political, and societal challenges positively and negatively impact communities?
- What are possible solutions to those challenges?
- What role do individuals play in addressing complex societal issues?

Developing Understanding

This final unit explores themes related to how complex issues and phenomena affect people's lives in Japanese-speaking communities. Engaging with the primary theme of **Global Challenges** encourages students to use more sophisticated vocabulary and sentence structure as they continue to refine their knowledge of linguistic and cultural concepts. This unit presents one of the most challenging and abstract themes in that the content requires students to understand information about economic, environmental, population, and demographic issues in the target language. These topics require sophisticated vocabulary and linguistic concepts. The unit also connects to the themes of Contemporary Life, Science and Technology, and Families and Communities. For example, students could

- investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities.
- explore how individuals can positively or negatively influence the world around them.
- develop possible solutions that address contemporary global challenges.

Suggested Themes	Recommended Contexts
Global Challenges	Economic Trends, Environmental Issues, Population and Demographics,
Contemporary Life	Lifestyles, Travel and Leisure, Food Culture,
Science and Technology	Effects of Technology on Self and Society, Innovations, Climate and Physical World
Families and Communities	Social Customs and Values, Relationships, Friendships and Social Networking, Urban and Rural Communities and Their Development

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UNIT 6

Environmental, Political, and Societal Challenges

Building Course Skills

In this final unit, students will practice multiple-choice questions related to the following task models: pre-recorded messages, radio broadcasts, cultural presentations, uncontextualized dialogues, public announcements, travel brochures, email inbox, and step-by-step instructions. Students develop their abilities to comprehend and interpret information at the same level of complexity they can expect to see on the AP Exam as they

- describe the factual meaning of the text and identify its features.
- discuss and compare environmental, political, and societal challenges between the target community and their own community.
- describe and explain cultural practices and perspectives related to the unit's theme.

Building on skills developed in previous units and practicing in the interpretive mode in this unit, students continue engaging in the interpersonal and presentational modes as they

- exchange possible solutions with supporting details to environmental, political, and societal challenges in spoken and written communications.
- explain different aspects of a selected topic, compare the similarities and dissimilarities between the two topics or options, and state a position with sufficient reasoning.
- use cultural information acquired from sources in Unit 6 to prepare a cultural perspective presentation by providing viewpoints on the relevant topics covered in this unit with explanations and justification.

Preparing for the AP Exam

In this final unit, students continue to apply their growing knowledge and competencies in a variety of contexts and real-world scenarios. Listening and reading examples are equal in complexity and difficulty to what students will experience on the exam and should be performed under exam conditions.

AREAS OF CHALLENGE: MULTIPLE CHOICE

In a **pre-recorded message**, students may struggle to capture details. To address this challenge

- in earlier units, teachers can offer guided questions and explanations of key words prior to listening to the conversation to help students target details as they listen. Students can respond to these guided questions to capture details during and after listening.
- as students are coming to the end of the course and preparing for the AP Exam, teachers can ask them to listen to the message and identify challenging vocabulary. Teachers can then ask students to decode the vocabulary as best as they can and use the context and any prior knowledge about the content to identify relevant details.

In the **travel brochure**, students struggle to interpret the text if they are unfamiliar with the cultural and interdisciplinary information in the brochure. To address this challenge

- teachers can introduce a variety of cultural topics across disciplines with discussion questions throughout the course to help students learn more relevant content related to the topics.
- as students' skills progress, they can research cultural topics and develop questions while reading the content. Students can then provide the text to their classmates and have them answer the questions.

In **step-by-step instructions**, students may not fully understand the various details that appear in the instructions. To address this challenge:

- teachers can have students circle key words such as verbs and objectives presented on the instructions, determine the meanings of key words using contextual clues, and then try to describe the literal meaning of the instructions using all available information, including cultural and/or interdisciplinary information and reading questions.
- students may also summarize the main point of each step and eliminate inappropriate answers that are not related to the topic and content of the instructions.
- students can write step-by-step instructions on a topic they are interested in or are very familiar with. They can then put the instructions in random order and ask a classmate to correctly sequence the instructions.

AREAS OF CHALLENGE: FREE RESPONSE

Students have been practicing the writing tasks for the free-response questions throughout the year. As they prepare for the AP Exam, on both writing tasks, the text chat, and the compare and contrast article, students should

- create an outline to organize their ideas before writing.
  - determine what information needs to be included based on the information in the prompt.
  - determine what information should come at the beginning, middle, and end of their response.
  - determine transitional and cohesive devices that will communicate the organization of their response.

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- use standard conventions for written language and appropriately use hiragana, katakana, and kanji.
- leave time to review and revise after they have written their response. Teachers can have students create a checklist for review.

For both speaking tasks, the conversation and cultural perspective presentation, students should

- monitor their language production and try to self-correct when they make a mistake, as they are *not* penalized for doing so on the exam.
- continue with the conversation even if they realize they misunderstood one of the turns in the conversation, and listen carefully to the next prompt from the interlocutor to get back on track.
- use communication strategies such as circumlocution and paraphrasing to maintain spoken exchanges and presentations.

For both writing and speaking tasks, students need to

- pay attention to register and try to avoid shifting register during their responses.
- continue to focus on completing each task by addressing all aspects of each prompt.

By this point, students should be very familiar with the instructions, formats, and expectations for each of the free-response questions and know how to follow directions on the exam. Successful students generally provide their own viewpoints, supporting evidence, elaboration, and significant details in organized responses.

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UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 6.
Review the results in class to identify and address any student misunderstandings.

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MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: PRE-RECORDED MESSAGE, RADIO BROADCAST, CULTURAL PRESENTATION, UNCONTEXTUALIZED DIALOGUE, PUBLIC ANNOUNCEMENT

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify the main idea. **1.A.2:** Identify supporting/relevant details.
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

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UNIT 6 Environmental, Political, and Societal Challenges

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can make your own recording and/or write questions as desired.

Pre-recorded Message

- Studio Brain. Sample telephone answering service for disaster prevention. **youtube.com/watch?v=GwwQJ3mMj7k&list=PLIMkm8P7CK4Wi4eSyI3DRFdi2OCA-adV2&index=1**
- Koga Software Co. Yukai-kun, oil recycling. **kogasoftware.com/solution/society/environment/**
- Japan Meteorological Agency. Panel discussion on global warming. **jma.go.jp/jma/press/1712/22b/h29d_kouenkai.html**
- Japan Meteorological Agency. Training on issuing an emergency earthquake bulletin. Here is a sample question: 緊急地震速報を活用した訓練, 映像ファイルをダウンロード. **data.jma.go.jp/svd/eew/data/nc/kunren/kit1.html**

Radio Broadcast

- Tokai Radio Broadcasting Co. Recycling old clothes. (Use 2:35–4:40.) **tokairadio.co.jp/program/nagoya_info/nagoya_info/entry-34265.html**
- NNN News 24. Special experiences: Sleepover at the aquarium or airport. 日テレ 24, プールにサメ“廃校水族館”が地域を救う？ **news24.jp/articles/2018/08/14/07401409.html**
- Cabinet Office. Disaster management in Japan. (Use either link provided.) くまモン特別講座！くまでもわかる!?「地震への備え」. **bousai.go.jp/tolink/teambousaijpn_2.html** **youtube.com/watch?v=2uRSgyx8Re0&feature=youtu.be**

Cultural Presentation

- Tokyo Metropolitan Government. Coastal protection facility. 高潮.津波から東京を守るために. For a shorter version, ～東京港の海岸保全施設～. **tokyodouga.jp/IMXKae1GBuE.html**
- Cabinet Office. Coast Guard efforts. 海の環境を守れ！！~海上保安庁の取り組み. **nettv.gov-online.go.jp/prg/prg2671.html**
- Web Japan. The spirit of Mottainai. (Use either link provided.) **web-japan.org/jvt/ja/streaming/mp4/jvt_14-15_no3_4_jp_256k_mp4.html** **youtube.com/watch?v=tBxd_JoLy9I&feature=youtu.be**
- The Nippon Foundation. A project about protecting Japan and the sea. Project in Gifu, 2018 #2. 日本財団　海と日本プロジェクト　海でつながるゴミ拾い　岐阜県内で清掃活動　2018 #2. **youtube.com/watch?v=qFGWwrtI_8Y**

TEACHER TALK

- Always have students review frequently used vocabulary, sentence patterns, professional phrases in texts such as news, voice messages, and announcements.

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SUGGESTED RESOURCES (CONT'D)

Uncontextualized Dialogue

- Nagoya University. Typhoon. (Click "Contents" page and then "Guest" followed by "4C." **opal.iee.nagoya-u.ac.jp/~ijlc/**
- Kanagawa Environmental School. Global warming (look at the version for elementary-school students). 1-1 地球温暖化. **pref.kanagawa.jp/cnt/p1030440.html**
- NHK for School. よろしくファンファン　自然災害とともに生きる~水害~. **nhk.or.jp/syakai/funfun/?das_id=D0005120476_00000**

Public Announcement

- Tokai Radio Broadcasting Co. Volunteer coordinator wanted for disaster prevention. (Use 3:01–3:26.) 名古屋市インフォメーション８月１９日（金）放送分. **tokairadio.co.jp/program/nagoya_info/2016/08/page/3/**
- Sankei Biz. Environmental speech contest for high school students. **sankeibiz.jp/business/news/180709/prl1807091511104-n1.htm**

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MODE
Written Interpretive Communication

STIMULUS/TASK MODEL: TRAVEL BROCHURE, EMAIL INBOX, AND STEP-BY-STEP INSTRUCTIONS

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text and pictures)*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify main idea. **1.A.2:** Identify supporting/relevant details. **1.A.3:** Sequence information in narrative form.
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.1:** Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
3: *Interpret the content of written or audio text (words)*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.
4: *Make meanings from words and expressions*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words.

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

Travel Brochure

- City of Kyoto. Eco-friendly Eco totebag. kyoto-kogomi.net/projects/ecoshuugakuryokou-2/
- Okayama Prefecture. Ecological tour. kankyo.or.jp/koueki/gakushu/eco_tour.html
- Kitakyushu City. Ecotown. kitaq-ecotown.com/center/

TEACHER TALK

- Divide a text into sections and have students sequence them in the most logical order.

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SUGGESTED RESOURCES (CONT'D)

- Yakushima Guide. Yakushima ecology tour, 屋久島エコツアー.
  yakushima-guide.com/
- Fukushima Prefecture. ふくしまのグリーン・ツーリズム.
  pref.fukushima.lg.jp/sec/32031a/fui-gt.html
- Akita Green Tourism. 美の国秋田・桃源郷をゆく　秋田のグリーツーリズム.
  akita-gt.org/

Email Inbox

Teachers may use the topic of selected messages below. They may create email messages with questions by modifying the selected messages as needed. Some sample questions have been provided.

- JCCCA. List of questions about global warming. Sample key question: 地球温暖化で日本にどんな影響があると思う?
  jccca.org/kids/faq.html
- Asahi Shinbun. Forum on bullying. Sample key question: いじめはなくせる?
  asahi.com/opinion/forum/010/
- Benesse Educational Information. Global perspective: Children predicting the future. Example key sentence:
  視点はグローバル　いまどきの子供の未来予想図.
  The teacher may ask, "Tell us your prediction for 2010 and 2050," and use Chart 6 for answers.【図6　あなたが想像する未来（2020年、2050年）を教えてください】.
  benesse.jp/kyouiku/201401/20140106-1.html
- Mainichi Shinbun. Survey of high school students about giving 18-year-olds the right to vote.
  １８歳選挙権　１０代の声　アンケート回答.
  mainichi.jp/senkyo/ch160611995i/

Step-by-step Instructions

- NJE. Earthquake. (Click "Start now" and Question 1.)
  quia.com/quiz/5125167.html?AP_rand=1468269120
- Yukijirushi. Eco craft: Making a fan.
  meg-snow.com/fun/make/craft/craft67.html
- NHK. What to do after you see or hear an emergency earthquake bulletin.
  緊急地震速報　見たら、聞いたら.
  nhk.or.jp/sonae/bousai/knowhow.html
- Sonaeru. Let's transform a plastic bottle into a water-saving shower.
  ペットボトルに一工夫、水を節約して体やおしりを洗う.
  sonaeru.jp/goods/handiwork/baby/g-16/
- Tokyo Metropolitan Government. Disaster prevention: Actions to take during a disaster.
  東京都防災ホームページ　外出時の行動シュミレーション.
  bousai.metro.tokyo.jp/bousai/1000026/1000280.html

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MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
5: *Communicate interpersonally by speaking with others*	**5.A:** Understand and apply appropriate communication strategies in interpersonal speaking.	**5.A.1:** Initiate, maintain, and close spoken exchanges. **5.A. 2:** Comprehend an interlocutor's message in spoken exchanges. **5.A.3:** Provide and obtain relevant information in spoken exchanges. **5.A.4:** Use appropriate register and greeting for the intended target culture audience in spoken exchanges. **5.A.5:** Use pronunciation and pitch that are comprehensible when interacting with speakers of the target language in spoken exchanges. **5.A.6:** Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. **5.A.7:** Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
	5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	**5.B.1:** Use a variety of grammar and syntax in spoken exchanges. **5.B.2:** Use transitional expressions and cohesive devices in spoken exchanges. **5.B.3:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. **5.B.4:** Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

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Environmental, Political, and Societal Challenges

UNIT 6

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Marugoto Plus. Episode 15: Various eco activities.　色々な工コ活動.
  a2-2.marugotoweb.jp/en/conversation/episode/15/
- Gomi Handbook, p. 21. Regarding a lifestyle that creates less garbage.
  kyoto-kogomi.net/wp-content/uploads/2017/11/gomi_handbook3-1.pdf
- Kanagawa Environmental School. Issue of global warming.
  youtube.com/watch?v=gRNHZWU4cEw

TEACHER TALK

- Encourage students to use the target language and to help them maintain communication despite gaps in vocabulary by providing strategies to "talk around" what they're missing.

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MODE

Written Interpersonal Communication

STIMULUS/TASK MODEL: TEXT CHAT

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
6: *Communicate interpersonally by writing to others*	**6.A:** Understand and apply appropriate communication strategies in interpersonal writing.	**6.A.1:** Initiate, maintain, and close written exchanges. **6.A.2:** Provide and obtain relevant information in written exchanges. **6.A.3:** Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. **6.A.4:** Use a variety of grammar and syntax in written exchanges. **6.A.5:** Use register appropriate for the intended target culture audience in written exchanges. **6.A.6:** Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.
	6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	**6.B.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. **6.B.2:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. **6.B.3:** Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges.
	6.C: Understand and apply appropriate writing systems in interpersonal writing.	**6.C.1:** Use appropriate writing systems (hiragana, katakana, kanji) in interpersonal communication. **6.C.3:** Use keyboarding to communicate in written exchanges.

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Environmental, Political, and Societal Challenges

UNIT 6

SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- JCCCA. Questions about global warming.
  jccca.org/kids/faq.html#7
- Kanko. High school students' survey on ecology.
  kanko-gakuseifuku.co.jp/media/homeroom/061127
- Koukousei Shinbun. High school students' survey: Only 12% of students "trust politicians."
  koukouseishinbun.jp/articles/-/3148
- College Board. AP Japanese Instructional Strategies to Incorporate Culture: Recycling. (See p. 63.)
  apcentral.collegeboard.org/pdf/cm-japanese-instructional-strategies-culture.pdf?course=ap-japanese-language-and-culture

TEACHER TALK

- Introduce students to writing strategies prior to the writing process, during it, and after it.

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MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PERSPECTIVE PRESENTATION

Skill Category	Skill	Learning Objective
2: *Make cultural and interdisciplinary connections*	**2.A:** Make connections among cultural and interdisciplinary information provided in texts.	**2.A.2:** Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. **2.A.3:** Describe content and connections among cultural and interdisciplinary topics.
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
7: *Communicate through spoken presentations*	**7.A:** Plan and research an issue or topic for presentational speaking.	**7.A.1:** Use a process to plan spoken presentations. **7.A.2:** Use research strategies to gather information and evidence for inclusion in spoken presentations.
	7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	**7.B.1:** Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. **7.B.2:** Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. **7.B.3:** Use pronunciation and pitch in spoken presentations that are comprehensible to speakers of the target language. **7.B.4:** Use effective intonation patterns, pacing, and delivery in spoken presentations. **7.B.5:** Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.	**7.C.1:** Use a variety of grammar and syntax in spoken presentations. **7.C.2:** Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. **7.C.3:** Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	**7.D.1:** Explain ideas and opinions with examples in spoken presentations. **7.D.2:** Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations.

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Environmental, Political, and Societal Challenges

SUGGESTED RESOURCES

For the resources below, teachers can guide students to extract key sentences to illustrate 4–6 aspects of the target cultural perspective, on the theme of global issues and recommended contexts for this unit. Students should rephrase the sentence in their own words, supporting their points with examples and explaining the perspective.

- Cabinet Office. Cool Choice: A smart choice for the planet's future. Sample key sentence: クールチョイスとは地球の未来のために賢い選択を意味するマークです。
  nettv.gov-online.go.jp/prg/prg12406.html?t=137&a=1
- Cabinet Office. Evolutionary weather warning. Sample key sentence: 気象庁では大雨や台風による災害から命を守るための対策を進めています。
  nettv.gov-online.go.jp/prg/prg14989.html
- NHK for School. Living with natural Disasters: Earthquakes. 自然災害と共に生きる~地震~. Sample key sentence: 世界で起きた大きな地震の5回に 1 回が日本で起きた.
  nhk.or.jp/syakai/funfun/?das_id=D0005120477_00000
- Kanagawa Environmental School. (Elementary version.) 4-4: What we can do to protect biological diversities. 小学生版.　4-4: 生物多様性を守るためにできること.
  Sample key sentence: 豊かな森にもどすため森の土や下草を守る対策をしている.
  pref.kanagawa.jp/cnt/p1030440.html

TEACHER TALK

- Have students record key information while listening to their classmates present. This learning habit helps facilitate active listening and the processing of information.

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MODE

Written Presentational Communication

STIMULUS/TASK MODEL: COMPARE AND CONTRAST ARTICLE

Skill Category	Skill	Learning Objective
4: *Make meanings from words and expressions*	**4.B:** Use words appropriate for a given context.	**4.B.1:** Use a variety of vocabulary in written and spoken communication. **4.B.2:** Explain and use idiomatic and culturally authentic expressions.
8: *Communicate through written presentations*	**8.A:** Plan and research an issue or topic for presentational writing.	**8.A.1:** Use a process to plan written presentations. **8.A.2:** Use research strategies to gather information and evidence for inclusion in written presentations.
	8.B: Use appropriate writing strategies to communicate an idea in presentational writing.	**8.B.1:** Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. **8.B.2:** Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.
	8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.	**8.C.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. **8.C.2:** Use a variety of grammar and syntax in written presentations. **8.C.3:** Produce simple, compound, and complex sentences in a variety of time frames in written presentations. **8.C.4:** Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations.
	8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.	**8.D.1:** Explain ideas and opinions with examples in written presentations. **8.D.2:** Compare features of the target language culture (including products, practices, and perspectives).
	8.E: Understand and apply appropriate writing systems in presentational writing.	**8.E.1:** Use appropriate writing systems (hiragana, katakana, kanji) in written presentations. **8.E.3:** Use keyboarding to communicate in written presentations.

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SUGGESTED RESOURCES

For the resources below, feel free to modify as needed, using the recommended content, or choosing what works for you. You can write your own questions and create any activities as desired.

- Japan Environmental Management Association for Industry. Green purchase. **cjc.or.jp/j-school/b/b-1-5.html**
- Banrai. Compare and contrast plastic shopping bags and eco-friendly bags. **banrai.biz/ext/ecobag/tips/ecobag50.html**
- Benesse Educational Information. Global perspective: Predicting children's impact on the future of Japan. 日本の未来予想図は？
  Teacher may need to use the Chart 8 answers. 【図8　未来の日本は、どんな日本になってほしいと思いますか／どんな日本になってしまうと心配ですか？】
  benesse.jp/kyouiku/201401/20140106-1.html
- Gakkein Kidsnet, Science Kids. Explore the mystery of science: "What is conserving energy?" 科学の探検、省エネルギーって、何ですか？
  kids.gakken.co.jp/kagaku/eco110/answer/a0105.html

TEACHER TALK

- Teachers can guide students to find similarities and differences using Venn diagrams, adding their personal experiences to support their arguments.

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AP JAPANESE LANGUAGE AND CULTURE

Instructional Approaches

日本語

Selecting and Using Course Materials

As the course develops real-world communicative and cultural competencies, it is critical to integrate a variety of authentic materials into instruction and assessment. Authentic materials are texts or resources designed for native speakers of the language and not created for the language classroom. Such authentic materials include, but are not limited to,

- websites
- newspapers, magazines, and other printed sources
- short stories
- blogs and other social media
- podcasts
- music
- videos: films, advertisements, news programs, TV shows
- radio broadcasts

There are several textbooks designed for AP Japanese Language and Culture. Some provide ways to organize the course, as well as instructional and assessment strategies, whereas others specifically focus on preparing students for the AP Exam. Textbooks should be considered as resources to guide and support instruction. As textbooks that use a variety of authentic materials are limited, it is recommended that teachers assemble a package of materials selected from different texts or resources with modified pedagogical materials that broaden or deepen each theme and are appropriate to their students' cognitive level and needs.

- Teachers can find information on learning materials, Japanese-language courses, and tools to examine teaching, learning, and assessment at **The Japan Foundation: Japanese Language Education Overseas**.
- Teachers can find an online Japanese Dictionary Service at **Jim Breen's WWWJDIC**, and information on kanji, radicals, and stroke order at **WWWJDIC Japanese Dictionary Server User Guide**.
- Students can learn and practice hiragana and katakana at **realkana.com**.

The American Council on the Teaching of Foreign Languages (ACTFL) is the largest organization of world language educators in the USA. ACTFL's standards and approach for instruction, performance, and assessment are foundational to AP world language and culture courses and exams. See **actfl.org**.

ACTFL offers many documents that inform instruction and assessment.

- **World Readiness Standards for Learning Languages:** This document "creates a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world." The five goal areas (Communication, Culture, Connections, Comparisons, Communities) of language constitute the standards for language acquisition. This document is foundational for AP world language and culture courses.
- **Performance Descriptors for Language Learners:** This document defines and describes the levels of language performance (Novice, Intermediate, Advanced) in each of the modes of communication that result from explicit instruction in a classroom setting. It explains the difference between proficiency and performance. AP world language courses base expectations for performance on this document.
- **ACTFL Proficiency Guidelines 2012:** This site defines and describes the levels of proficiency in speaking, writing, listening, and reading that result from language learned within and beyond the classroom.
- **NCSSFL-ACTFL Can-Do Statements:** This document guides language learners to identify and set learning goals and chart their progress toward language and intercultural proficiency. The statements are organized according to the modes of communication. It helps students and teachers establish and work toward reasonable goals for progress.
- **The Language Educator:** A publication for ACTFL members (four issues per year) that provides educators of all languages and all levels with a single, comprehensive source of news and information.
- **Foreign Language Annals:** The official refereed journal of current scholarly research in languages published by ACTFL and available to ACTFL members.

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Instructional Strategies

The AP Japanese Language and Culture Curriculum Framework outlines the concepts and skills students must master in order to be successful on the AP Exam. To address those concepts and skills effectively, teachers should incorporate a variety of instructional approaches and best practices into their daily lessons and activities. Teachers can help students develop skills by engaging them in learning activities that allow them to apply their understanding of course concepts. Teachers may consider the following strategies as they plan instruction. In the skills tables that follow these instructional strategies, we provide some selected strategies to show how they might be used to develop specific skills.

Receptive Skills: *Interpretative Mode (making meaning of written, print, visual, audiovisual, and audio texts)*

Strategy	Definition	Purpose	Sample Activity
Activating Prior Knowledge	Providing an opportunity for students to think about what they already know about a concept, place, person, culture, and so on, and share their knowledge with a wider audience.	To prepare students to encounter new concepts, places, persons, cultures and so on, prior to reading a text.	Provide an advance organizer of guiding questions, a graphic organizer, or other visual.
Chalk Talk	Providing an opportunity for students to respond to a question about a text or an excerpt of a text in writing on the board.	To build skills in responding spontaneously and to provide an opportunity for all students to participate in the written discussion.	Post a question related to a text and have students write their reactions on the board. Students can respond to the question and to one another.
Change of Perspective	Providing an opportunity for students to retell a story from the perspective of a different character.	To have students retell/ paraphrase a story and use its structures and vocabulary in a creative way.	Retell a selected story from a different character's perspective.
Chunking the Text	Breaking the text into smaller, manageable units of sense (e.g., words, sentences, paragraphs, whole text) by numbering, separating phrases, drawing boxes, and so on.	To reduce the intimidation factor when encountering long words, sentences, or whole texts; to increase comprehension of difficult or challenging text.	Break apart a text into several sections for students to examine section by section.

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Receptive Skills: *Interpretative Mode (making meaning of written, print, visual, audiovisual, and audio texts)* *cont'd*

Strategy	Definition	Purpose	Sample Activity
Close Listening	Accessing small chunks of audio text to listen to multiple times, taking notes as needed to comprehend key details—word for word and sentence by sentence.	To develop deeper understanding by engaging in focused listening of audio text excerpts.	Model how to ask questions when engaging with an audio text.
Close Reading	Accessing small chunks of text to read, reread, mark, and annotate key passages—word for word, sentence by sentence, and line by line.	To develop comprehensive understanding by engaging in one or more focused readings of a text.	Model how to ask questions when engaging with a text and annotate it.
Descriptive Outlining	Analyzing the content, development, organization, and impact of a text or audio source by dividing it into functional chunks and describing what each chunk is saying and doing.	To better understand how a text is put together and how it conveys its message.	Ask students to create an outline of a text or audio source by dividing it into chunks and describing the function or purpose of each chunk in conveying the message.
Discovering Vocabulary in Context	Reading a passage; noting unfamiliar words; discovering meaning of unfamiliar words using context clues, dictionaries, and/or thesauruses; and replacing unfamiliar words with familiar ones.	To facilitate a close reading of text, the use of resources, an understanding of synonyms, and increased comprehension of text.	Use contextual clues and language resources to understand words and idiomatic expressions.
Double-Entry Journal	Creating a two-column journal (also called a dialectical journal) with a student-selected passage in one column and the student's response in the second column (e.g., asking questions of the text, forming personal responses, interpreting the text, reflecting on the process of making meaning of the text).	To respond to a specific passage with comments, questions, or insights to foster active involvement with a text and to facilitate increased comprehension.	Assign this journal once per week to encourage students to read and comprehend texts on their own.

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Receptive Skills: *Interpretative Mode (making meaning of written, print, visual, audiovisual, and audio texts)* *cont'd*

Strategy	Definition	Purpose	Sample Activity
Graphic Organizers	Using a visual representation for the organization of information.	To build comprehension and facilitate discussion by representing information in visual form.	Use a graphic organizer such as a T-chart, Venn diagram, concept map, Wordle, KWL chart, flowchart, ladder, timeline, story map, and so on, to help students process information and organize ideas.
Gridding	Providing categories of information for students to check off or fill in as they listen.	To guide students as they listen and have them engage in active listening.	Provide a grid with categories for students to use as they listen to public service, transportation, or school announcements.
Guided Reading	Identifying a series of strategies to guide students through challenging text (e.g., make predictions, mark the text, skim the text).	To help students learn to use multiple strategies to make meaning from a challenging text.	Provide a short passage for students to read; ask them to skim first and state their immediate impressions of the main idea. Have them reread and mark evidence of main idea and supporting details in the text. Finally, have them predict what will happen next.
Hashtag Summary	Chunking a text into sections, and then after reading each section, providing a # followed by a key word(s) or phrase that summarizes that section of text; then the hashtag summaries are reviewed to determine relationships among the sections.	To facilitate increased comprehension of texts through carefully chosen, concise language; to begin recognizing relationships among sections of text; to encourage students to use their own modes of language to comprehend texts.	Provide a text that has been chunked into sections, have students read in pairs and identify the hashtag for each chunk, and then discuss the relationships among sections based on their hashtags.
How Reliable Is This Source?	Evaluating the bias, credibility, and reliability of a source.	To help students select reliable and credible sources for evidence to support their arguments.	Define the terms "bias," "credible," and "reliable," and provide examples of sources that are considered reliable and others that are not.

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Receptive Skills: *Interpretative Mode (making meaning of written, print, visual, audiovisual, and audio texts)* *cont'd*

Strategy	Definition	Purpose	Sample Activity
Interactive Word Wall	Creating an interactive visual display of vocabulary words that serves as a constant reminder of words and groups of words as they are introduced, used, and mastered over the course of a year.	To provide a print-rich environment, reinforcement of learned words, a reference for reading and writing, and an ever-present tool for building word knowledge and awareness.	Dedicate a section of the classroom to posting useful words and/or phrases such as interrogatives, transitional expressions, and so on.
Interpreting Visual Data	Building students' skills to understand and apply data presented in a variety of visual formats, such as charts, graphs, tables, maps, and infographics.	To develop student skills in decoding information presented visually.	Teach students common vocabulary found in charts and graphs such as percent, rate, increase, decrease, range, change, and so on. Provide a variety of charts, tables, and so on, in every unit to ensure increasing familiarity with data presented visually.
Jigsaw	Reading different texts or passages from a single text, students take on the role of "experts," sharing information from that reading. Students share with a specific group and then return to their initial group to share their new knowledge.	To summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) without having each student read the text in its entirety.	Divide students into groups and assign a text or section of a text to each group, who then become the "experts" on that section of the text. Once students have become familiar with their text, the members of that group teach their text to others.
Manipulatives	Using a kinesthetic approach to making meaning in which students are asked to assemble parts of a whole as a way of understanding the text.	To provide a tactile and visual means of examining texts to encourage multiple ways of understanding text.	Provide a text cut into sections and have students place them in the most logical order.
Marking the Text	Selecting text by highlighting, underlining and/or annotating for specific components, such as main idea, claim, transitional expressions, and cohesive devices.	To focus reading for specific purposes, such as author's purpose; to organize information from selections; to facilitate reexamination of a text.	Use different highlighter colors to emphasize different aspects of a text (e.g., transitional expressions, main idea, claim, evidence to support the claim).

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Receptive Skills: *Interpretative Mode (making meaning of written, print, visual, audiovisual, and audio texts)* *cont'd*

Strategy	Definition	Purpose	Sample Activity
Metacognitive Markers	Responding to text with a system of cueing marks, where students use a ? for questions about the text, an ! for reactions related to the text, and * for comments about the text, and an underscore to signal key ideas.	To track responses to texts and use those responses as a point of departure for talking or writing about texts.	Use a system of symbols (?, !, *, etc.) to have students engage with a text.
Note-taking	Creating a record of information while listening to a speaker or while reading a text.	To facilitate active listening and/or reading, to record and organize ideas that assist in processing information.	Have students use Cornell notes, T-notes, key words, or key ideas to take notes.
Predicting	Making guesses about the content of a text by examining titles, visuals, captions, headings/sub-headings, and/or thinking ahead about ideas that may be presented based on evidence in the text.	To help students become actively involved, interested, and mentally prepared to understand ideas.	Have students predict what a text will be about by looking at the title and visual.
Previewing	Examining a text's structure, features, layout, visuals, etc., prior to reading.	To gain familiarity with the text, make connections to the text, and extend prior knowledge to establish a purpose for reading.	Explain and provide examples to illustrate how various types of texts are commonly structured, such as recipes, advertisements, articles, charts, graphs, tables, infographics, etc.
QHT	Expanding prior knowledge of vocabulary words by marking words with a Q, H, or T (Q signals words students do not know; H signals words students have heard and might be able to identify; T signals words students know well enough to teach to their peers).	To allow students to build on their prior knowledge of words, to provide a forum for peer teaching and learning of new words, and to serve as a prereading exercise to aid in comprehension.	When reading or listening, ask students to identify unfamiliar words, words they think they might know, and words they know well. Use the identified words to foster comprehension of the text and vocabulary acquisition.
Questioning the Text	Developing literal, inferential, and universal questions about a text.	To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.	Have each student writes one literal, one inferential, and one universal question to ask others about a text.

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Receptive Skills: *Interpretative Mode (making meaning of written, print, visual, audiovisual, and audio texts)* *cont'd*

Strategy	Definition	Purpose	Sample Activity
Read Aloud	Reading aloud in class while pausing to check for understanding.	To actively engage students in reading, to check where they may be struggling, and to clarify potential misunderstandings.	Read a text aloud to a class and pause occasionally to check for understanding.
Sentence Unpacking	Analyzing how the language of a sentence works by chunking the sentence into functional sections and describing what those sections do.	To understand the functions and effects of different language choices.	Select an opening line from a text and break it down into component parts.
Sequencing a Text	Dividing a text into sections and having students reassemble the text in order.	To have students demonstrate understanding of a text, to encourage logical thinking, and to have students demonstrate sequencing.	Provide a text cut into sections and have students place them in the most logical order.
Skimming/Scanning	Skimming by rapid or superficial reading of a text to form an overall impression or to obtain a general understanding of the material; scanning focuses on key words, phrases, or specific details and provides speedy recognition of information.	To quickly form an overall impression prior to an in-depth study of a text; to answer specific questions or quickly locate targeted information or details in a text.	Give students a limited amount of time to skim or scan a text, and have them identify text type, purpose, main idea, etc.., as appropriate.
SOAPSTone*	Analyzing text by discussing and identifying the *Speaker, Occasion, Audience*, *Purpose, Subject,* and *Tone*.	To use a process to identify and understand aspects of a text.	Provide a graphic organizer listing speaker, occasion, audience, purpose, subject, and tone and have students complete it as they read. Use a completed organizer as a basis to discuss the text in class.
Summarizing/ Paraphrasing	Restating in one's own words the main idea or essential information expressed in a text, whether it be narration, dialogue, or informational text.	To facilitate comprehension and recall of a text.	Provide a text or audio and have students retell the content in their own words, or have them summarize the content.

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Receptive Skills: *Interpretative Mode (making meaning of written, print, visual, audiovisual, and audio texts)* *cont'd*

Strategy	Definition	Purpose	Sample Activity
Think Aloud	Talking through a difficult passage or task by using a form of metacognition whereby the reader expresses how he or she has made sense of the text.	To reflect on how readers make meaning of challenging texts.	Model aloud how you make meaning of a text as you read. In other words, share the questions you ask yourself when you engage with a difficult text.
Vocabulary Notebook	Using a designated format such as a notebook, journal, or personal list to maintain an ongoing list of vocabulary words, definitions, and connections to academic study.	To facilitate and sustain a systematic process of vocabulary development.	Maintain a notebook of vocabulary items encountered over the course of the academic year.
What's Next?	Predicting what would happen next at the end of a story.	To provide a continuation or alternate ending to a story.	After reading a short story, ask students to continue it or provide a different ending written in the style of the author.

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Productive Skills: *Writing and Speaking Strategies*

Strategy	Definition	Purpose	Sample Activity
Adding (Revision)	Also called Plus 1. Making conscious choices to enhance or elaborate a text by adding additional words, phrases, sentences, or ideas.	To refine and clarify the writer's or speaker's thoughts during revision and/or drafting.	Have students examine a writing or speaking sample and suggest ways to provide additional elaboration.
Deleting (Revision)	Providing clarity and cohesiveness for a text by eliminating words, phrases, sentences, or ideas.	To refine and clarify the writer's or speaker's thoughts during revision and/or drafting.	Ask students to examine a writing or speaking sample and suggest ways to be more succinct.
Ask the Expert (or Students as Experts)	Assigning students are assigned as "experts" on concepts or skills they have mastered. Groups rotate through the expert stations to learn about concepts or skills they have not yet mastered.	To provide opportunities for students to share their knowledge and learn from one another. Also gives opportunities for students to engage in interpersonal and presentational speaking.	Direct students to present on a topic related to the unit that they have researched.
Brainstorming	Using a flexible but deliberate process of articulating multiple ideas in a short period of time.	To generate ideas, concepts, or key words that provide a focus and/or establish organization as part of the prewriting or revision process.	Generate a list of ideas, and a semantic map or mind map, related to a topic.
Checklists	Using a checklist of things to consider or remember to do while students write.	To encourage focused self- or peer-evaluation.	Distribute a checklist for students to use when writing an essay, including the following elements: thesis statement, development of topic, conclusion, organization/flow of ideas, proofreading pass to correct for conventions of written language, etc. Otherwise, provide a checklist of all the elements of each exam task model when students practice.
Circumlocution	Encouraging students to keep talking or writing even when they lack the correct vocabulary by using strategies to "talk around" what they're missing.	To keep students using the target language and to help them maintain communication despite gaps in vocabulary.	Describe a banana as a "long, yellow fruit." Play $100,000 Pyramid, a game that builds skills in circumlocution. One student describes items to their team for them to identify. The game is won by the team accumulating the most points.

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Debate	Engaging in an informal or formal argumentation of an issue.	To provide students with an opportunity to collect and orally present evidence and reasoning for arguments of a proposition or issue. To have students think deeply about multiple perspectives. To have students engage in presentational and spontaneous interpersonal speaking.	Have students read a selected text on a controversial topic. Assign a position for each student to defend. Students debate from their assigned perspective and then switch sides and debate from the opposite viewpoint.
Drafting	Composing a text in its initial form.	To incorporate brainstormed or initial ideas into a written format.	Ask students to draft emails, letters, essays, original stories, etc., to gather and organize initial ideas and seek feedback.
Fishbowl (Inner/ Outer Circles)	Discussing specific topics within groups. Some students will form the inner circle and model appropriate discussion techniques, while an outer circle of students will listen, respond, and evaluate. Could be a text-based discussion or not.	To provide students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students also have the responsibility of supporting their opinions and responses.	Provide students with a text (print or audio) on a controversial topic related to the unit and provide questions for discussion. Group students into an inner circle and an outer circle. The inner circle actively discusses the issue using the questions, while the outer circle listens, and later they summarize the discussion.
Five Square	Playing Four Square, but with a fifth option in the center of the room. Divide the room into answer options and allow students to stand in the area representing their answer. The fifth area is the center of the room.	To practice answering multiple-choice questions and providing rationales, including textual evidence, for answers.	Give students a passage of a multiple-choice test. They will then work in groups to answer the questions and go to their answer "corners." Each answer group provides a rationale for its answer. If someone from the group chooses to go to a different section, he or she must defend the decision to switch to a different group.

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Generating Questions	Clarifying and developing ideas by asking questions of the draft. May be part of self-editing or peer-editing.	To clarify and develop ideas in a draft; used during drafting and as part of writer response.	Ask students to consider these questions while reviewing their draft: ▪ Did I respond appropriately to the prompt? ▪ Did I provide all the required information? ▪ How well have I controlled grammar and verb tenses? ▪ Is my work well-organized? ▪ What other details could I add?
Gradual Release Writing or Speaking	Projecting an essay prompt. The whole class will brainstorm on what the prompt is asking and the initial ways to respond to the prompt. Break up the class for small-group/paired writing of an outline to answer the prompt. Then each student prepares a one-paragraph response. Next, students reassemble with their partners/group to discuss and assess their paragraphs. Finally, students write the entire essay on their own.	To teach students how to deconstruct the prompt, find supporting evidence, and organize their essays.	Select an AP writing prompt from AP Central and go through its related process with students. This can be used to help students deconstruct any prompt.
Graphic Organizers	Representing ideas and information visually (e.g., Venn diagrams, flowcharts, cluster maps).	To provide a visual system for organizing multiple ideas, details, and/or textual support to be included in a piece of writing.	Use a graphic organizer such as a T-chart, Venn diagram, concept map, Wordle, KWL chart, flowchart, ladder, timeline, story map, etc., to help students process information and organize ideas.
Guided Writing	Modeling the writing that students are expected to produce. The teacher will guide students through the organization, generation of ideas, and revision of texts before students are asked to do it.	To demonstrate the process of writing by modeling the construction, revision, and/or process of crafting texts.	Have students engage in collaborative paragraph reconstruction by working with a partner or in a small group. Students should consider the organization of ideas, elaboration of ideas, transitions, vocabulary, grammar and syntax, and writing conventions.

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Inner and Outer Circles	Providing the opportunity for students to speak spontaneously with many people.	To develop students' skills in spontaneous speaking and active listening.	Have students form an inner and an outer circle facing one another. Each student asks the person in front of him or her 3–5 prepared questions related to a topic in the unit and then both circles rotate. This continues until students end up with their original partners.
Marking the Draft	Interacting with the draft version of a piece of writing by highlighting, underlining, color coding, and annotating to indicate revision ideas.	To encourage focused, reflective thinking about revising drafts.	Direct students to complete this task with a partner.
Oral Reading	Reading aloud one's own text or the texts of others (e.g., echo reading, choral reading, paired readings).	To share one's own work or the work of others; to build fluency and increase confidence in presenting to a group.	Have students share their own stories, personal narratives, and poems by reading them aloud.
Outlining a Presentation	Using a system of numerals and letters to identify topics and supporting details and to ensure an appropriate balance of ideas.	To generate ideas, concepts, and/or key words that provide a focus and/or establish organization prior to writing an initial draft and/or during the revision process.	Use for planning both oral and written presentations.
Presentation Strategies	Using verbal and nonverbal strategies in spoken presentations to connect with the audience.	To make effective spoken presentations and to fully engage the audience.	Review the verbal and nonverbal strategies for effective spoken presentations, and then watch some clips of famous people presenting and have students identify which strategies they are using to engage the audience. Encourage students to incorporate at least one of these strategies in their next presentation.
Quickwrite or Quicktalk	Writing or talking for a short, specific amount of time about a designated topic related to a text.	To generate multiple ideas in a quick fashion that could be turned into longer pieces of writing at a later time (may be considered as part of the drafting process). Gets students accustomed to writing and speaking spontaneously.	Quickwrite: Give students a topic and let them write about it for 5 minutes maximum. Quicktalk: Give students a topic and let them speak about it to a partner or a small group for 30–60 seconds.

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Revisiting Prior Work	Looking through a collection of previously completed work to identify successes and challenges that may have been encountered with particular formats, conventions, style, word choice, and so on.	To build on prior experience in preparation for a new piece of writing and/or to revise a previous piece of writing. This is a good strategy for improving essay writing.	Have students review prior argumentative essays as they begin to draft a new one.
Role Play	Prompting students to assume a particular role and then convey it while conversing with another person.	To encourage creativity and spontaneity in speaking.	Ask students to role-play in a conversation that two characters in a story might have the next time they meet. Students select a conversation prompt out of a hat and conduct a role play.
Scoring Guidelines Application	Examining student writing samples using AP assessment scoring guidelines.	To build student understanding of how they are assessed on the AP Exam.	Use student samples and the scoring guidelines posted on AP Central.
Self-Editing/ Peer-Editing	Asking students to work with a partner to examine each other's work to identify content, organization, and mechanics that can be improved.	To provide a systematic process for revising and editing a written text.	Supply a checklist of targeted items or issues that students should look for when reviewing a peer's work.
Speed Dating	Having students interview several partners with regard to their views on a given topic.	To provide practice in interpersonal speaking.	Generate a list of interview questions on a topic related to the unit for students to use. Students begin with a partner, interview them using the questions for 1 minute (time can be varied), and then they move to a new partner. Debrief at the end to identify common responses.
Sketching	Drawing or sketching ideas, including sketching a scene or creating a storyboard to demonstrate comprehension and to generate spontaneous speaking.	To generate and/or clarify ideas by visualizing them; may be part of prewriting, then using visuals for retelling the story.	Using a storyboard, have students listen to a story and sketch the scenes. Afterward ask then to use their completed storyboards to spontaneously retell the story.

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Small-Group Scoring	Having students work in small groups and use the scoring rubrics to score sample essays and provide a rationale/explanation for their score.	To recognize the differences in high-scoring/low-scoring essays so students might use the strengths of the exemplary essays in revising their own writing.	Utilize a variety of prompts and released sample essays to work on small-group scoring.
Socratic Seminar	Having a focused discussion on an essential question, topic, or selected text in which students ask questions of each other. These questions initiate a conversation that continues with a series of responses and additional questions.	To help students formulate questions that address issues (instead of simply stating their opinions) to facilitate their own discussion and arrive at a new understanding. Students also have the responsibility of supporting their opinions and responses using specific textual evidence.	Ask students to read a text on a controversial topic and develop questions about it. In a circle, they will pose their questions, with other students responding, offering their opinions, and supporting them through evidence from the text.
Substituting	Replacing original words or phrases in a text with new words or phrases without changing the meaning.	To build vocabulary through the use of synonyms.	Give students, arranged in pairs, a short text with various words underscored and have them substitute those words with synonyms.
Think-Pair-Share	Considering and thinking about a topic or question and then writing what has been learned; pairing with a peer or a small group to share ideas; sharing ideas and discussion with a larger group.	To construct meaning about a topic or question; to test one's thinking in relation to the ideas of others; to prepare for a discussion with a larger group.	Provide a text and a question about the text. Students read the text, then provide an answer to the question. They next share their responses with a partner or with a small group. Finally, they share their group's answers with those of the class.
Two-Minute Speech	Giving a spontaneous two-minute speech on a topic.	To build students' confidence and abilities in spontaneous speaking.	Generate a variety of speech topics related to the unit of study or of general interest to adolescents. Students select a topic and then have 5 minutes to prepare their talk, using *one* note card with only key words and key phrases as needed.

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Developing Course Skills

Throughout the AP Japanese Language and Culture course, students develop skills that are fundamental to the learning of a language and culture and to communicating effectively across the three modes of communication. Since these disciplinary practices represent the complex language and communication skills that adept language learners need to develop, students will benefit from multiple opportunities to develop and practice these skills in a scaffolded manner.

Skill Category 1: Comprehend Written, Audio, Audiovisual, and Visual Text

The comprehension of texts is essential to learning a language and culture because it represents foundational input that is necessary to produce language. Much of the course content is delivered through print, written, visual, audiovisual, and audio texts; therefore, students must be able to engage with and comprehend information conveyed in a wide variety of interdisciplinary texts.

Comprehending texts requires students to be skilled at decoding unfamiliar language, understand vocabulary in context, and use contextual clues when dealing with challenging text. Teachers can encourage students to persevere and practice, and they can address issues by the careful selection of texts and by designing carefully scaffolded instruction.

Below are some suggested strategies for instruction.

Skill Category 1: ***Comprehend written, audio, audiovisual, and visual text***

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
1.A: *Describe the literal meaning of the text*	What is the main idea, and what are the most important supporting details?	Provide a flyer for a cultural event and ask students to identify the main idea and list the most important details.	Marking the Text

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Skill Category 2: Make Cultural and Interdisciplinary Connections

One of the "5Cs" (Communication, Culture, Connections, Comparisons, and Communities) that is foundational to ACTFL's standards for language learning is "connections," i.e., making connections among interdisciplinary and/or cultural topics. In AP world language classrooms, the content is interdisciplinary and culturally oriented by nature and what is studied is related to other disciplines that go well beyond the language classroom.

Teachers can work with students to develop their ability to make cultural connections by helping them to recognize and understand cultural references in texts. When working with interdisciplinary texts teachers can provide opportunities for students to make connections with prior learning. They can help students understand the context of a text and teach strategies for students to use context to understand the text. Teachers can also keep students' interests in mind as they choose texts and materials to work with, as students are more likely to persevere with a text that engages them.

It's a good idea to actively encourage students to make cross-disciplinary and cultural connections by using activating strategies, such as advance organizers or anticipatory sets of questions. Consistent exposure to interdisciplinary and cultural topics will build confidence and competence in the skill of making connections during the course.

Below are some suggested strategies for instruction.

Skill Category 2: *Make cultural and interdisciplinary connections*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
2.A: *Make connections among cultural and interdisciplinary information provided in texts*	What does the source reveal about the target culture?	Provide a text that describes a cultural event and guide students to determine what can be inferred about the culture based on the event.	Descriptive Outlining
	What do you learn about another discipline from this source?	Provide a text that offers new learning in an academic discipline and guide them to understand it through contextual clues, cognates, vocabulary in context, interpreting any visuals, and guiding questions.	Skimming/Scanning or Chunking the Text

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Skill Category 3: Interpret the Content of Written or Audio Text

Interpreting a text goes beyond comprehending its literal meaning. It requires students to identify distinguishing textual features (purpose, audience, point of view, style, theme, moral, tone), infer implied meanings, and identify and understand cultural nuances. Students also need to recognize relationships between texts.

In interpreting content, students will need to employ the same skills they use for comprehending and making interdisciplinary or cultural connections—decoding unfamiliar language, working on understanding vocabulary in context, using contextual clues, and persevering with challenging text. Teachers can help students by selecting texts that incrementally introduce challenging content, designing appropriately scaffolded instruction and providing well-crafted guiding questions that will lead students to discover the more abstract elements of a text.

Below are some suggested strategies for instruction.

Skill Category 3: *Interpret the content of written or audio texts*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
3.A: *Interpret the distinguishing features of a text*	For whom was the text created and why?	Provide an audio source and guide students to identify the intended audience, the purpose, and point of view through guiding questions.	Close Reading or Close Listening
3.B: *Interpret the meaning of a text*	What is implied by the text?	Select a text with inferences. Demonstrate close/critical reading techniques (asking deep questions, annotating the text to indicate evidence, interpreting vocabulary in context) to show students how to have a "conversation with the text" that will allow them to interpret it.	Hashtag Summary or Fishbowl

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Skill Category 4: Make Meanings from Words or Expressions

Making meaning from unfamiliar words or expressions is essential to demonstrate comprehension of any text. While students do not have to understand every word to understand a text, they need to become adept at decoding unfamiliar vocabulary by using context clues that appear. Students need encouragement to persist and take risks when engaging with a source. This may mean withholding correction as students make a few errors when they encounter unfamiliar words or expressions.

Teachers can encourage students' growth in making meanings from words and expressions through consistent practice with texts that contain unknown vocabulary and have rich examples of idiomatic and cultural expressions. Teachers can guide students to decode words by looking at prefixes, suffixes, word stems, and radicals; as well as looking for context clues, word derivations and cultural concepts.

Below are some suggested strategies for instruction.

Skill Category 4: *Make meanings from words and expressions*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
4.A: *Determine the meaning of familiar and unfamiliar words*	How can you determine what this word means?	By using a think aloud, model for students how to determine the meaning of unfamiliar vocabulary in a text by using contextual clues, word derivation, decoding the parts of the word, and/or cultural concepts.	Think Aloud
4.B: *Use words appropriate for a given context*	Is the vocabulary you're using colloquial or academic?	After students have produced a written text, have them replace words or phrases they have used with synonyms of a more academic nature. Students may use a dictionary, thesaurus, or other sources.	Substituting

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Skill Category 5: Communicate Interpersonally by Speaking with Others

Learning to speak with others constitutes a main reason why students enroll in language and culture courses. Spontaneous speech is one of the most difficult skills for students to achieve. Therefore, it is critical to provide students with multiple and ongoing opportunities to speak with each other.

The more students practice this skill, the more likely students will produce language that is comprehensible to native speakers of the target language. Students need opportunities to speak the language in authentic situations in order to progress beyond using memorized words and phrases. They need to work on communicating messages effectively, practice listening to the spoken language to increase comprehension, and become comfortable speaking spontaneously.

Teachers can establish a classroom culture where students feel comfortable taking risks by providing timely and directed feedback that encourages students to continue to practice for improvement.

Below are some suggested strategies for instruction.

Skill Category 5: *Communicate interpersonally by speaking with others*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
5.A: *Understand and apply appropriate communication strategies in interpersonal speaking*	How can you continue a conversation if you do not know a specific word?	Describe an object without using the actual name of the object.	Circumlocution
5.B: *Understand and apply appropriate and varied syntactical expressions in interpersonal speaking*	What transitional words and cohesive devices can be used to link sentences for longer conversations?	Listen to a conversation and have students identify transitional works and cohesive devices.	Close Listening

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Skill Category 6: Communicate Interpersonally by Writing to Others

Being able to communicate with others through writing constitutes another main reason why students enroll in language and culture courses. Written interpersonal communication is an important real-life skill to develop within the language classroom. Therefore, it is critical to provide students with multiple and ongoing opportunities to write to others in both the formal and informal registers.

The more students practice writing texts, notes, emails, and letters, the more likely they will produce written language that is comprehensible to native speakers of the target language.

In order to communicate successfully in writing in the interpersonal mode, students need to practice

- building their vocabulary
- typing accurate phonetic spellings, recognizing and identifying the correct characters from a list of available characters displayed on the computer screen
- communicating their message using accurate grammatical and syntactic structures
- working to comprehend the incoming message
- consistently using the appropriate register
- providing sufficient information, elaboration, and details
- developing an organized, cohesive message

Teachers can help students by actively teaching all aspects of successful interpersonal writing, breaking down the writing task into a step-by-step process, and providing timely and directed feedback that encourages students to continue to practice for improvement.

Below are some suggested strategies for instruction.

Skill Category 6: *Communicate interpersonally by writing to others*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
6.A: *Understand and apply appropriate communication strategies in interpersonal writing*	Have you selected the correct register and used it consistently?	Analyze written interpersonal communications with an eye on how register is addressed and to review all the aspects involved in register.	Generating Questions
6.B: *Understand and apply appropriate and varied syntactical expressions in interpersonal writing*	Have you proofread your message to correct errors in grammar and syntax, as well as spelling, accents, punctuation?	After students have written a message, provide an editing checklist and have them work with a partner to peer-edit one another's work.	Self-Editing/Peer-Editing
6.C: *Understand and apply appropriate writing systems in interpersonal writing*	Have you consistently used appropriate writing systems (hiragana, hiragana, katakana, kanji) in your writing?	Have students practice writing characters (kanji), including hiragana and katakana, before typing them as one of the daily class exercises or homework, and ask students to type characters on a regular basis.	Checklist

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Skill Category 7: Communicate Through Spoken Presentations

Presenting information orally is an important way that students demonstrate their ability to communicate effectively in the language. Spoken presentations can be challenging to students, as they need to communicate ideas related to a variety of interdisciplinary and cultural topics in an organized and engaging manner. Many students find speaking in front of a group to be challenging and stressful. They are apprehensive about making mistakes and effectively communicating their message. The ability to carefully plan and outline key ideas and main points is critical so that students will present information without relying on memorizing or reading their presentations. Therefore, teachers should give students multiple and ongoing opportunities to give oral presentations.

In order to be successful in their oral presentations, students need to:

- employ vocabulary and grammatical and syntactical structures to effectively convey their thoughts.
- organize their information to deliver an effective presentation
- use strong transitional expressions and cohesive devices that guide the listener's understanding.

Students should also be encouraged to take risks, as they will likely make errors in their presentations. By practicing this skill regularly, students will become more comfortable and confident in presenting orally. Students should receive feedback that helps them improve not only the content and accuracy of their presentation, but also their confidence in their presentational skills. As the year progresses, they will acquire more interdisciplinary vocabulary and more complex language structures to support longer and more sophisticated oral presentations.

Below are some suggested strategies for instruction.

Skill Category 7: *Communicate through spoken presentations*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
7.A: *Plan and research an issue or topic for presentational speaking*	Have you organized the main ideas and supporting details for your presentation?	Teachers can provide a graphic organizer or template to help students plan their presentations.	Graphic Organizers or Outlining a Presentation
7.B: *Use appropriate vocal and visual strategies to communicate an idea in presentational speaking*	How have you made your presentation engaging for your audience?	In class, brainstorm a list of effective presentation techniques. Then watch some online presentations and observe what makes each presentation effective or not.	Presentation Strategies
7.C: *Use appropriate language and vocabulary for the intended audience in presentational speaking*	Have you included effective transitional expressions and cohesive devices to guide your audience through your presentation?	Teachers can post transitional expressions on a word wall in the classroom and consistently direct students to them.	Interactive Word Wall
7.D: *Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking*	Have you clearly expressed your opinions and supported them with details and examples?	Teachers can provide formulas for expressing and defending opinions and have students practice using them by asking them to quickly state and justify their opinions on a variety of topics.	Debate

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Skill Category 8: Communicate Through Written Presentations

Presenting information in writing is an important way that students demonstrate their ability to communicate effectively in the language. Presentational writing can be challenging to students, as students are often required to effectively express and explain complex ideas and support them with evidence from sources. The ability to conduct research, evaluate sources, and then extract relevant information from sources is an important part of creating effective written presentations. Therefore, it is critical to provide students with multiple and ongoing opportunities to present their ideas in written form.

In order to be successful in their written presentations, students need to

- employ academic vocabulary
- Type accurate phonetic spellings, and recognize and identify the correct characters from a list of available characters displayed on the computer screen
- use effective grammatical and syntactical structures
- develop organizational skills
- use effective transitional expressions and cohesive devices to guide the reader's understanding
- include relevant evidence from sources.

Teachers can address these struggles by actively teaching a writing process. Teach students how to create a step-by-step plan to produce a written presentation to help them create well-organized written work that has a logical flow. Make sure that students know the importance of taking time to proofread their work to correct errors in structures and mechanics.

Teachers can provide targeted feedback on grammatical and syntactical errors to improve the comprehensibility of students' work. The more students practice these skills, the more likely it is that they will become effective in communicating their ideas in writing. With practice and feedback, they will acquire the academic vocabulary, organizational skills, and appropriate conventions of written language to create effective written presentations.

Below are some suggested strategies for instruction.

Skill Category 8: *Communicate through written presentations*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
8.A: *Plan and research an issue or topic for presentational writing*	How do you gather information to prepare a presentation?	Teachers lead a discussion on what makes a source reliable. Students search for reliable sources on a specific topic.	How Reliable Is This Source?
8.B: *Use appropriate writing strategies to communicate an idea in presentational writing*	How do you develop an organized presentation?	Students complete a graphic organizer for organizing an essay.	Outlining a Presentation
8.C: *Understand and apply appropriate and varied syntactical expressions in presentational writing*	How do you incorporate a variety of sentence types in a presentation?	Students review a draft of their writing and determine ways to enhance or elaborate a text by adding additional words, phrases, sentences, or ideas.	Self-Editing/ Peer-Editing
8.D: *Understand and apply appropriate writing systems in presentational writing*	Have you consistently used appropriate writing systems (hiragana, katakana, kanji) in your writing?	Guide students to analyze each kanji/character's components and to discover their association with the meaning of the character.	Checklist Self-Editing/ Peer-Editing

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AP JAPANESE LANGUAGE AND CULTURE

Exam Information

日本語

Exam Overview

The AP Japanese Language and Culture Exam assesses student understanding of the skills and learning objectives outlined in the course framework. The exam is 2 hours long and includes 70 multiple-choice questions and 4 free-response questions. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	**Part A: Multiple-choice questions**	**30–35**	**25%**	**20 minutes**
	Listening Selections			
I	**Part B: Multiple-choice questions**	**35–40**	**25%**	**60 minutes**
	Reading Selections			
II	**Free-response questions**	**4**	**50%**	**40 minutes**
	Question 1: Text Chat (6 questions)		12.5%	10 minutes
	Question 2: Compare and Contrast Article		12.5%	20 minutes
	Question 3: Conversation (4 questions)		12.5%	3 minutes
	Question 4: Cultural Perspective Presentation		12.5%	7 minutes

The exam assesses themes and skills developed in each of the six units:
1. Families in Different Societies
2. The Influence of Language and Culture on Identity
3. Influences of Beauty and Art
4. How Science and Technology Affect our Lives
5. Factors That Impact the Quality of Life
6. Environmental, Political, and Societal Challenges

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How Student Learning Is Assessed on the AP Exam

All eight AP Japanese Language and Culture skill categories are assessed on every AP Exam in the multiple-choice and free-response sections as detailed below.

	Multiple-Choice Section	Free-Response Section
Skill Category 1: Comprehend Text	Text comprehension is assessed in every multiple-choice set. Approximately 50-60% of the questions assess this skill category.	Free-response questions 1: Text Chat and 3: Conversation assess students' ability to comprehend text.
Skill Category 2: Make Connections	Making cultural and/or interdisciplinary connections is assessed in most multiple-choice sets. Approximately 10% of the questions assess this skill.	Making both cultural and interdisciplinary connections is assessed in most of the free-response questions.
Skill Category 3: Interpret Text	This skill category includes interpreting distinguishing features and the meaning of a text. Most of the multiple-choice sets assess text interpretation. Approximately 25-30% of the questions assess this skill.	Text interpretation is not directly assessed in the free-response questions.
Skill Category 4: Make Meanings	Most of the multiple-choice sets assess skill 4A: Determine the meaning of familiar and unfamiliar words. Approximately 10% of the questions assess this skill.	All four free-response questions assess making meaning.
Skill Category 5: Speak to Others	The skills associated with speaking to others are not assessed in the multiple-choice questions.	Free-response question 3: Conversation assesses the skills associated with speaking to others.
Skill Category 6: Write to Others	The skills associated with writing to others are not assessed in the multiple-choice questions.	Free-response question 1: Text Chat assesses the skills associated with writing to others.
Skill Category 7: Present Orally	The skills associated with oral presentation are not assessed in the multiple-choice questions.	Free-response question 4: Cultural Perspective Presentation assesses the skills associated with oral presentations.
Skill Category 8: Present in Writing	The skills associated with written presentation are not assessed in the multiple-choice questions.	Free-response question 2: Compare and Contrast Article assesses the skills associated with written presentations.

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Section I: Multiple-Choice

The first section of the AP Japanese Language and Culture Exam includes 70 multiple-choice questions. There are two different types of multiple-choice questions: questions with a listening selection stimulus, and questions with a reading selection stimulus. All questions include a stimulus and appear in a set of 2 to 5 items. The following chart lays out the different types of stimulus materials and the number of questions per set. The order below represents the relative order of each set on the exam, although there may be two sets for any given stimulus type.

Stimulus Type		Number of Questions	
Listening Selections	Public announcement	2-3	30-35
	Voice message	3	
	Pre-recorded message	3-4	
	Instructions	3-4	
	Cultural presentation	3-4	
	Radio news broadcast	2-3	
	Radio broadcast	2-3	
	Radio cultural documentary	2-3	
	Uncontextualized dialogue	3-4	
	School debate	4-5	
Reading Selections	Journalistic article	5	35-40
	Short story	5	
	Email inbox	4	
	Letter	4	
	Step-by-step instructions	3	
	Travel brochure	5	

Section II: Free-Response

The second section of the AP Japanese Language and Culture Exam includes four free-response questions. Each question is scored on a six-point holistic scale. (See rubrics on pages 177–84.)

Free-response question 1: Text chat requires students to respond to a series of text chats. Students are given a statement identifying an interlocutor and conversation topic and six messages to which they must respond. Each message consists of a chat entry in Japanese and brief directions in English on how to respond. Students have 90 seconds to read each message and respond at each turn in the text-chat exchange.

Students are assessed on their ability to:

- Thoroughly address all aspects of the stimulus with attention to detail
- Demonstrate organized and clear progression of ideas with appropriate transitional elements and cohesive devices
- Consistently use register appropriate to the situation
- Use varied and appropriate vocabulary, including idiomatic language
- Use a wide range of grammatical structures

Free-response question 2: Compare and contrast article requires students to compose a compare and contrast article on two related topics or two opposing sides of a single topic. Students identify three aspects of the topic and highlight similarities and differences between the two. In addition, students are asked to express their preference for one of the opposing sides and to provide their reasoning for that choice. Students are given 20 minutes to write an article of 300–400 characters or longer.

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Students are assessed on their ability to:

- Thoroughly address all aspects of the stimulus with attention to detail
- Demonstrate organized and clear progression of ideas with appropriate transitional elements and cohesive devices
- Consistently use register appropriate to the situation
- Use varied and appropriate vocabulary, including idiomatic language
- Use a wide range of grammatical structures

Free-response question 3: Conversation requires students to participate in an simulated interpersonal conversation. It comprises a statement in English that identifies an interlocutor and conversation topic, followed by a series of four related prompts in Japanese. After each prompt, students have 20 seconds to respond.

Students are assessed on their ability to:

- Thoroughly address all aspects of the prompt with attention to detail
- Connect sentences smoothly
- Demonstrate natural pace and intonation, accurate pronunciation, and consistent use of register appropriate to the situation
- Use varied and appropriate vocabulary, including idiomatic language
- Use a wide range of grammatical structures

Free-response question 4: Cultural perspective presentation requires students to present their own view or perspective on a Japanese cultural practice or product. Students are given a topic and then have 4 minutes to prepare their presentation and 2 minutes for its delivery.

Students are assessed on their ability to:

- Thoroughly address all aspects of the prompt with attention to detail
- Demonstrate organized and clear progression of ideas with appropriate transitional elements and cohesive devices
- Provide ample, accurate, and detailed cultural information
- Connect sentences smoothly
- Demonstrate natural pace and intonation, accurate pronunciation, and consistent use of register appropriate to the situation
- Use varied and appropriate vocabulary, including idiomatic language
- Use a wide range of grammatical structures

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Task Verbs Used in Free-Response Questions

The following **task verbs** are commonly used in the free-response questions:

Compare/Highlight: Provide a description or explanation of similarities and/or differences.

Describe: Provide the relevant characteristics of a specified topic.

Explain: Provide information about how or why a specific perspective is significant.

Hear: Listen to directions and an audio source.

Imagine: Visualize ideas related to a stimulus.

Make a presentation: Orally respond to a prompt.

Participate in a conversation: Respond to spoken prompts (such as providing a greeting; offering details, explanations, opinions, or perspectives; accepting or declining an invitation or suggestion; proposing solutions; and/or concluding a conversation).

Prepare: Plan your response.

Read: Look at or view printed directions and information.

Record: Capture spoken responses digitally.

Respond: Reply to a question or prompt.

Speak: Express ideas verbally in response to a specific question or prompt.

Type: Use a keyboard to type your answers in the target language.

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Sample Exam Questions

The sample exam questions that follow illustrate the relationship between the course framework and AP Japanese Exam and serve as examples of the types of questions that appear on the exam. After the sample questions you will find a table that shows which skills, learning objective(s), and unit each question relates to. The table also provides the answers to the multiple-choice questions.

Please note, the sample exam includes questions with available audio. If using the downloadable PDF version of this publication, you can access the audio by clicking the audio icon. If using the print version, please visit your course's **exam page** on AP Central for the audio. Scripts for audio are presented in this publication for reference. They are not provided to students during the exam.

Section I: Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions found on the exam.

Prerecorded Message

Scene 1:

Selection plays two times.

(N) Now you will listen twice to a prerecorded message.

(WA) お電話有り難うございます。トウキヨウスーパーの秋葉原店でございます。お客様へのお知らせです。2月２５日から3月２日までお休みさせていただき、３月３日より、上野駅の前にある目黒ビルに店舗を移しオープンすることになりました。営業時間は変わりません。このメッセージをもう一度お聞きになりたい方は、１番を押してください。係の者とお話しになりたい方は、四番を押してください。

(N) Now listen again.

(N) Now answer the questions for this selection.

[1 second pause]

1. What is the main purpose of the message?
   (A) To announce a store's holiday hours
   (B) To provide information about a store's relocation
   (C) To tell customers about a new phone number
   (D) To advertise a store's additional branch location

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2. What station is the new store close to?
   (A) Tokyo Station
   (B) Akihabara Station
   (C) Ueno Station
   (D) Meguro Station

3. What will happen to the store on March 3?
   (A) It will reopen.
   (B) It will begin a renovation.
   (C) It will close.
   (D) It will change management.

4. What should callers do if they want to speak to an employee?
   (A) Press 1
   (B) Press 2
   (C) Press 3
   (D) Press 4

Radio News Broadcast

Scene 1:

Selection plays one time.

(N) Now you will listen once to a radio news broadcast.

(MA) 今日は、先月10日に太田市で行われた枝豆のもぎ取りイベントについてレポートします。ここでとれる枝豆は他に比べて甘いのが特徴で、その味を知ってもらおうと、農業組合が昨年からこのイベントを始めました。参加費は一人500円とたいへんお安く、今年は約400人が参加しました。みんな、一生懸命、枝豆を引き抜き、大きな袋にいっぱいになるまで枝豆をつめこんでいました。以上、枝豆のもぎ取りイベントのレポートでした。

(N) Now answer the questions for this selection.

[1 second pause]

5. What event does the broadcast describe?
   (A) A health exposition
   (B) A farm picnic
   (C) The opportunity to pick vegetables
   (D) The introduction of a new type of produce

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6. Why was the event held?

   (A) To raise awareness of a local product

   (B) To protect the environment

   (C) To encourage people to grow their own food

   (D) To celebrate traditional local history

7. What aspect of the event does the broadcast highlight?

   (A) It takes place outside.

   (B) It is good for families.

   (C) It occurs frequently.

   (D) It is inexpensive.

Email Inbox

Read this set of emails.

受信箱

	差出人:	件名:	送信日:
Message #1	みほこ	ハロウィン	10月 26日
	森さんのハロウィンパーティーに行くんだけど、コスチュームが決まらなくて、困っているの。何かいいアイディアない？後５日しかないよね？		
Message #2	**まりこ**	RE: **ハロウィン**	10月 26日
	金曜日のハロウィンパーティー、私のお父さんが車でつれて行ってくれるって。何時にむかえに行ったらいい？楽しみだね！		
Message #3	松田	**中間テスト**	10月 27日
	今度の中間テストは教科書からではなく、先生が自分で問題を作りました。英語の試験は、辞書を持ちこんでもいいことにします。何か聞きたいことがあれば、メールしてください。		
Message #4	上田	**ブッククラブ**	10月 27日
	来週のブッククラブは、いつものカフエで、月曜の午後５時から。学校の後、図書館で会って、いっしょに行こう。		
Message #5	**きみこ**	RE: **ハロウィン**	10月 27日
	いっしょに金曜日のパーティーに行こうと思ってたけど、ざんねんながら、ちょっと行けなくなっちやった。今週末、家族と旅行に行くの。ごめんね。		
Message #6	**だいすけ**	**ほかの映画？**	10月 28日
	先週の映画、つまらなかったよね。よさそうに思えたんだけど。今度の土曜日、また別の映画に行ってみない？		

8. Which message asks for assistance with a problem?

   (A) Message #1

   (B) Message #2

   (C) Message #5

   (D) Message #6

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9. What can students bring to the exam?

   (A) A textbook

   (B) A dictionary

   (C) A timer

   (D) A study card

10. Where does the book club normally meet?

   (A) At the library

   (B) At the school

   (C) At a coffee shop

   (D) At a bookstore

11. Why is one of the students unable to go to the event on Friday?

   (A) The student has an exam.

   (B) The student plans to see a movie.

   (C) The student has scheduled a meeting.

   (D) The student has a trip.

Letter

Read this letter.

山下先生へ

　先日はお忙しい中、本校の科学シンポジウムにおこしくださり、ありがとうございました。

　先生の「高齢者とテクノロジー」についてのお話は、学生も教員も、たいへんおもしろく聞かせていただきました。現代は、おとしよりの数がふえています。先生の「ハイテクな電化製品や車なども、おとしよりに分かりやすく、使いやすくしなければいけない」というお考えは、今の時代、とても大切だと思いました。私たちの学校には、科学者やエンジニアになりたい学生が多いので、またぜひ先生のお話を聞かせていただきたいと、みんな願っています。

　来年のシンポジウムにも来ていただけるとのこと、ありがとうございます。くわしいことは、新しい学年が始まる 4 月ごろに、お知らせします。

小林拓也

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12. What aspect of Japanese society is the focus of Ms. Yamashita's research?
    (A) The ageing population
    (B) The changing education system
    (C) The evolving public transportation system
    (D) The integration of technology into the workplace

13. What do the students think about Ms. Yamashita?
    (A) Her lecture was more interesting than her book.
    (B) They want to visit her to ask more questions.
    (C) She is against technological advancement.
    (D) She provided them with inspiration.

14. What does the writer ask Ms. Yamashita?
    (A) To visit his office for an interview
    (B) To review a book he is writing
    (C) To come to talk to his students
    (D) To recommend some high-tech products

15. What does Mr. Kobayashi indicate about the students at his school?
    (A) Many of them want to become scientists or engineers.
    (B) All of them attended the symposium held the previous month.
    (C) They requested that Ms. Yamashita visit again this year.
    (D) They complained that it was hard to understand Ms. Yamashita sometimes.

Section II: Free-Response Questions

Below are two sample free-response questions—numbers 1 and 4. (For more information on all four free-response questions, see page 177.)

Free-Response Question 1: Text Chat

Prompt/directions:

You will participate in a simulated exchange of text-chat messages. Each time it is your turn to write, you will have 90 seconds to respond. You should respond as fully and as appropriately as possible.

You will have a conversation with Mika Tanaka, a Japanese student who will attend your school, about school.

1. **Respond.**
   はじめまして。今年の9月からそちらの高校に一年間行くことになった田中美花と言います。よろしく。

2. **Respond.**
   とても楽しみにしているんですけど、あなたの学校はどんな学校ですか。

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3. **Give your opinion.**
   日本語のクラスが人気があるって聞いたんですけど、どうしてだと思いますか。

4. **Give some examples.**
   そうですか。それから、日本語のクラスのみなさんへのおみやげは、何がいいでしょうか。

5. **Give advice.**
   ああ、いいですね。ところで、そちらに一年間いることになっているんですが、どんな服を持って行ったらいいですか。

6. **Ask some specific questions.**
   分かりました。それから、私の学校のこともお話したいんですが、何が知りたいですか

Free-Response Question 4: Cultural Perspective Presentation

Prompt/Directions:

Imagine that you are making an oral presentation to your Japanese class. First you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as full as possible.

(N) Present your own view or perspective on Japanese beliefs and/or values. Discuss at least FIVE aspects or examples of Japanese beliefs and/or values.

Begin with an appropriate introduction, give details, explain your own view or perspective, and end with a concluding remark.

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Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Task Model	Skill	Learning Objective
1	B	Pre-recorded message	3.A	3A.2
2	C	Pre-recorded message	1.A	1.A.2
3	A	Pre-recorded message	1.A	1.A.2
4	D	Pre-recorded message	1.A	1.A.2
5	C	Radio news broadcast	1.A	1.A.1
6	A	Radio news broadcast	3.A	3.A.2
7	D	Radio news broadcast	1.A	1.A.2
8	A	Email inbox	3.B	3.B.2
9	B	Email inbox	1.A	1.A.2
10	C	Email inbox	1.A	1.A.2
11	D	Email inbox	1.A	1.A.1
12	A	Letter	2.A	2.A.1
13	D	Letter	3.B	3.B.2
14	C	Letter	1.A	1.A.2
15	A	Letter	1.A	1.A.2

Free-Response Question	Question Type	Skill
1	Text chat	1.A, 4.A, 4.B, 6.A, 6.B, 6.C
4	Cultural perspective presentation	2.A, 4.B, 7.B, 7.C, 7.D

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AP JAPANESE LANGUAGE AND CULTURE SCORING RUBRICS FOR FREE-RESPONSE QUESTIONS

Free-Response Question: Text Chat (Question 1 on the AP Exam)

		Task Completion	Delivery	Language Use
6	**EXCELLENT** Demonstrates excellence in interpersonal writing	▪ Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail	▪ Natural, easily flowing expression ▪ Orthography and mechanics virtually error free ▪ Consistent use of register and style appropriate to situation	▪ Rich vocabulary and idioms ▪ Excellent use of grammar and syntax, with minimal or no errors
5	**VERY GOOD** Suggests emerging excellence in interpersonal writing	▪ Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail	▪ Generally exhibits ease of expression ▪ Infrequent or insignificant errors in orthography and mechanics ▪ Consistent use of register and style appropriate to situation except for occasional lapses	▪ Variety of vocabulary and idioms, with sporadic errors ▪ Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures
4	**GOOD** Demonstrates competence in interpersonal writing	▪ Directly addresses prompt and provides an appropriate response	▪ Strained or unnatural flow of expression does not interfere with comprehensibility ▪ Errors in orthography and mechanics do not interfere with readability ▪ May include several lapses in otherwise consistent use of register and style appropriate to situation	▪ Appropriate but limited vocabulary and idioms ▪ Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures
3	**ADEQUATE** Suggests emerging competence in interpersonal writing	▪ Directly addresses prompt and provides a basic but appropriate answer	▪ Strained or unnatural flow of expression sometimes interferes with comprehensibility ▪ Errors in orthography and mechanics may be frequent or interfere with readability ▪ Use of register and style appropriate to situation is inconsistent or includes many errors	▪ Some inappropriate vocabulary and idioms interfere with comprehensibility ▪ Errors in grammatical and syntactic structures sometimes interfere with comprehensibility

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		Task Completion	Delivery	Language Use
2	**WEAK** Suggests lack of competence in interpersonal writing	▪ Directly addresses prompt and provides an appropriate but incomplete answer	▪ Labored expression frequently interferes with comprehensibility ▪ Errors in orthography and mechanics frequent or interfere with readability ▪ Frequent use of register and style inappropriate to situation	▪ Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility ▪ Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language
1	**VERY WEAK** Demonstrates lack of competence in interpersonal writing	▪ Addresses prompt minimally or marginally	▪ Labored expression constantly interferes with comprehensibility ▪ Errors in orthography and mechanics very frequent or significantly interfere with readability ▪ Constant use of register and style inappropriate to situation	▪ Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility ▪ Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language
0	**UNACCEPTABLE** Contains nothing that earns credit	▪ Mere restatement of the prompt ▪ Clearly does not respond to the prompt ▪ "I don't understand," "Please repeat," or equivalent in Japanese ▪ Not in Japanese ▪ Blank		

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Free-Response Question: Compare and Contrast Article (Question 2 on the AP Exam)

		Task Completion	Delivery	Language Use
6	**Excellent** Demonstrates excellence in presentational writing	▪ Article addresses all aspects of prompt with thoroughness and detail, including expression of preference and reasoning ▪ Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices	▪ Natural, easily flowing expression ▪ Orthography and mechanics virtually error free ▪ Virtually no mistakes in use of kanji according to AP Japanese kanji list ▪ Consistent use of register and style appropriate to situation	▪ Rich vocabulary and idioms ▪ Variety of appropriate grammatical and syntactic structures, with minimal or no errors
5	**VERY GOOD** Suggests emerging excellence in presentational writing	▪ Article addresses all aspects of prompt, including expression of preference and reasoning ▪ Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices	▪ Generally exhibits ease of expression ▪ Infrequent or insignificant errors in orthography and mechanics ▪ Occasional mistakes in use of kanji according to AP Japanese kanji list ▪ Consistent use of register and style appropriate to situation except for occasional lapses	▪ Variety of vocabulary and idioms, with sporadic errors ▪ Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures
4	**GOOD** Demonstrates competence in presentational writing	▪ Article addresses all aspects of prompt, including expression of preference and reasoning, but may lack detail or elaboration ▪ Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent	▪ Strained or unnatural flow of expression does not interfere with comprehensibility ▪ Errors in orthography and mechanics do not interfere with readability ▪ May include several mistakes in use of kanji according to AP Japanese kanji list ▪ May include several lapses in otherwise consistent use of register and style appropriate to situation	▪ Appropriate but limited vocabulary and idioms ▪ Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures

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		Task Completion	Delivery	Language Use
3	**ADEQUATE** Suggests emerging competence in presentational writing	▪ Article addresses topic directly but may not address all aspects of prompt ▪ Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices	▪ Strained or unnatural flow of expression sometimes interferes with comprehensibility ▪ Errors in orthography and mechanics may be frequent or interfere with readability ▪ May include frequent mistakes in use of kanji according to AP Japanese kanji list ▪ Use of register and style appropriate to situation is inconsistent or includes many errors	▪ Some inappropriate vocabulary and idioms interfere with comprehensibility ▪ Errors in grammatical and syntactic structures sometimes interfere with comprehensibility
2	**WEAK** Suggests lack of competence in presentational writing	▪ Article addresses topic only marginally or addresses only some aspects of prompt ▪ Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices	▪ Labored expression frequently interferes with comprehensibility ▪ Errors in orthography and mechanics frequent or interfere with readability ▪ Frequent mistakes in use of kanji according to AP Japanese kanji list ▪ Frequent use of register and style inappropriate to situation	▪ Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility ▪ Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language
1	**VERY WEAK** Demonstrates lack of competence in presentational writing	▪ Article addresses prompt only minimally ▪ Lacks organization and coherence	▪ Labored expression constantly interferes with comprehensibility ▪ Errors in orthography and mechanics very frequent or significantly interfere with readability ▪ Minimal use of kanji according to AP Japanese kanji list ▪ Constant use of register and style inappropriate to situation	▪ Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility ▪ Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language
0	**UNACCEPTABLE** Contains nothing that earns credit	▪ Mere restatement of the prompt ▪ Clearly does not respond to the prompt; completely irrelevant to the topic ▪ Not in Japanese ▪ Blank		

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Free-Response Question: Conversation (Question 3 on the AP Exam)

		Task Completion	Delivery	Language Use
6	**Excellent** Demonstrates excellence in interpersonal speaking	▪ Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail	▪ Natural, easily flowing expression ▪ Natural pace with minimal hesitation or repetition ▪ Pronunciation virtually error free ▪ Consistent use of register and style appropriate to situation	▪ Rich vocabulary and idioms ▪ Excellent use of grammar and syntax, with minimal or no errors
5	**VERY GOOD** Suggests emerging excellence in interpersonal speaking	▪ Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail	▪ Generally exhibits ease of expression ▪ Smooth pace with occasional hesitation or repetition, which does not distract from the message ▪ Infrequent or insignificant errors in pronunciation ▪ Consistent use of register and style appropriate to situation except for occasional lapses	▪ Variety of vocabulary and idioms, with sporadic errors ▪ Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures
4	**GOOD** Demonstrates competence in interpersonal speaking	▪ Directly addresses prompt and provides an appropriate response	▪ Strained or unnatural flow of expression does not interfere with comprehensibility ▪ Generally consistent pace with some unnatural hesitation or repetition ▪ Errors in pronunciation do not necessitate special listener effort ▪ May include several lapses in otherwise consistent use of register and style appropriate to situation	▪ Appropriate but limited vocabulary and idioms ▪ Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures

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		Task Completion	Delivery	Language Use
3	**ADEQUATE** Suggests emerging competence in interpersonal speaking	▪ Directly addresses prompt and provides a basic but appropriate answer	▪ Strained or unnatural flow of expression sometimes interferes with comprehensibility ▪ Inconsistent pace marked by some hesitation or repetition ▪ Errors in pronunciation sometimes necessitate special listener effort ▪ Use of register and style appropriate to situation is inconsistent or includes many errors	▪ Some inappropriate vocabulary and idioms interfere with comprehensibility ▪ Errors in grammatical and syntactic structures sometimes interfere with comprehensibility
2	**WEAK** Suggests lack of competence in interpersonal speaking	▪ Directly addresses prompt and provides an appropriate but incomplete answer	▪ Labored expression frequently interferes with comprehensibility ▪ Frequent hesitation or repetition ▪ Frequent errors in pronunciation necessitate constant listener effort ▪ Frequent use of register and style inappropriate to situation	▪ Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility ▪ Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language
1	**VERY WEAK** Demonstrates lack of competence in interpersonal speaking	▪ Addresses prompt minimally or marginally	▪ Labored expression constantly interferes with comprehensibility ▪ Constant hesitation or repetition ▪ Frequent errors in pronunciation necessitate intense listener effort ▪ Constant use of register and style inappropriate to situation	▪ Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility ▪ Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language
0	**UNACCEPTABLE** Contains nothing that earns credit	▪ Mere restatement of the prompt ▪ Clearly does not respond to the prompt ▪ "I don't understand," "Please repeat," or equivalent in Japanese ▪ Not in Japanese ▪ Blank (although recording equipment is functioning) or mere sighs		

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Free-Response Question: Cultural Perspective Presentation (Question 4 on the AP Exam)

		Task Completion	Delivery	Language Use
6	**Excellent** Demonstrates excellence in presentational speaking and cultural knowledge	▪ Presentation addresses all aspects of prompt with thoroughness and detail, including explanation of view or perspective ▪ Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices ▪ Cultural information is accurate and detailed	▪ Natural, easily flowing expression ▪ Natural pace with minimal hesitation or repetition ▪ Pronunciation virtually error free ▪ Consistent use of register and style appropriate to situation	▪ Rich vocabulary and idioms ▪ Variety of appropriate grammatical and syntactic structures, with minimal or no errors
5	**Very good** Suggests emerging excellence in presentational speaking and cultural knowledge	▪ Presentation addresses all aspects of prompt, including explanation of view or perspective ▪ Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices ▪ Minimal errors in cultural information	▪ Generally exhibits ease of expression ▪ Smooth pace with occasional hesitation or repetition, which does not distract from the message ▪ Infrequent or insignificant errors in pronunciation ▪ Consistent use of register and style appropriate to situation except for occasional lapses	▪ Variety of vocabulary and idioms, with sporadic errors ▪ Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures
4	**GOOD** Demonstrates competence in presentational speaking and cultural knowledge	▪ Presentation addresses almost all aspects of prompt, including explanation of view or perspective, but may lack detail or elaboration ▪ Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent ▪ Generally correct cultural information with some inaccuracies	▪ Strained or unnatural flow of expression does not interfere with comprehensibility ▪ Generally consistent pace with some unnatural hesitation or repetition ▪ Errors in pronunciation do not necessitate special listener effort ▪ May include several lapses in otherwise consistent use of register and style appropriate to situation	▪ Appropriate but limited vocabulary and idioms ▪ Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures

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		Task Completion	Delivery	Language Use
3	**ADEQUATE** Suggests emerging competence in presentational speaking and cultural knowledge	▪ Presentation addresses topic directly but may not address all aspects of prompt ▪ Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices ▪ Cultural information may have several inaccuracies	▪ Strained or unnatural flow of expression sometimes interferes with comprehensibility ▪ Inconsistent pace marked by some hesitation or repetition ▪ Errors in pronunciation sometimes necessitate special listener effort ▪ Use of register and style appropriate to situation is inconsistent or includes many errors	▪ Some inappropriate vocabulary and idioms interfere with comprehensibility ▪ Errors in grammatical and syntactic structures sometimes interfere with comprehensibility
2	**WEAK** Suggests lack of competence in presentational speaking and cultural knowledge	▪ Presentation addresses topic only marginally or addresses only some aspects of prompt ▪ Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices ▪ Cultural information has frequent or significant inaccuracies	▪ Labored expression frequently interferes with comprehensibility ▪ Frequent hesitation or repetition ▪ Frequent errors in pronunciation necessitate constant listener effort ▪ Frequent use of register and style inappropriate to situation	▪ Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility ▪ Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language
1	**VERY WEAK** Demonstrates lack of competence in presentational speaking and cultural knowledge	▪ Presentation addresses prompt only minimally ▪ Lacks organization and coherence ▪ Cultural information almost entirely inaccurate or missing	▪ Labored expression constantly interferes with comprehensibility ▪ Constant hesitation or repetition ▪ Frequent errors in pronunciation necessitate intense listener effort ▪ Constant use of register and style inappropriate to situation	▪ Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility ▪ Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language
0	**UNACCEPTABLE** Contains nothing that earns credit	▪ Mere restatement of the prompt ▪ Clearly does not respond to the prompt; completely irrelevant to the topic ▪ Not in Japanese ▪ Blank (although recording equipment is functioning) or mere sighs		

The scoring information for the questions within this course and exam description, along with further exam resources, can be found on the **AP Japanese Language and Culture Exam Page** on AP Central.

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Scoring Guidelines

Question 1: Text Chat

Prompt/directions:

You will participate in a simulated exchange of text-chat messages. Each time it is your turn to write, you will have 90 seconds to respond. You should respond as fully and as appropriately as possible.

You will have a conversation with Mika Tanaka, a Japanese student who will attend your school, about school.

1. **Respond.**
   はじめまして。今年の9月からそちらの高校に一年間行くことになった田中美花と言います。よろしく。

2. **Respond.**
   とても楽しみにしているんですけど、あなたの学校はどんな学校ですか。

3. **Give your opinion.**
   日本語のクラスが人気があるって聞いたんですけど、どうしてだと思いますか。

4. **Give some examples.**
   そうですか。それから、日本語のクラスのみなさんへのおみやげは、何がいいでしょうか。

5. **Give advice.**
   ああ、いいですね。ところで、そちらに一年間いることになっているんですが、どんな服を持って行ったらいいですか。

6. **Ask some specific questions.**
   分かりました。それから、私の学校のこともお話したいんですが、何が知りたいですか

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General Scoring Notes

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

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Scoring Guidelines for Question 1: Text chat

Skills: 1.A 4.A 4.B 6.A 6.B 6.C

6 points

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	Demonstrates lack of competence in interpersonal writing	**Suggests lack of competence in interpersonal writing**	**Suggests competence in interpersonal writing**	**Demonstrates competence in interpersonal writing**	**Suggests emerging excellence in interpersonal writing**	**Demonstrates excellence in interpersonal writing**
TASK COMPLETION	• Addresses prompt minimally or marginally	• Directly addresses prompt and provides an appropriate but incomplete answer	• Directly addresses prompt and provides a basic but appropriate answer	• Directly addresses prompt and provides an appropriate response	• Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail	• Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail
DELIVERY	• Labored expression constantly interferes with comprehensibility	• Labored expression frequently interferes with comprehensibility	• Strained or unnatural flow of expression sometimes interferes with comprehensibility	• Strained or unnatural flow of expression does not interfere with comprehensibility	• Generally exhibits ease of expression	• Natural, easily flowing expression
	• Errors in orthography and mechanics very frequent or significantly interfere with readability	• Errors in orthography and mechanics frequent or interfere with readability	• Errors in orthography and mechanics may be frequent or interfere with readability	• Errors in orthography and mechanics do not interfere with readability	• Infrequent or insignificant errors in orthography and mechanics	• Orthography and mechanics virtually error free
	• Constant use of register and style inappropriate to situation	• Frequent use of register and style inappropriate to situation	• Use of register and style appropriate to situation is inconsistent or includes many errors	• May include several lapses in otherwise consistent use of register and style appropriate to situation	• Consistent use of register and style appropriate to situation except for occasional lapses	• Consistent use of register and style appropriate to situation
LANGUAGE USE	• Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility	• Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility	• Some inappropriate vocabulary and idioms interfere with comprehensibility	• Appropriate but limited vocabulary and idioms	• Variety of vocabulary and idioms, with sporadic errors	• Rich vocabulary and idioms
	• Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language	• Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language	• Errors in grammatical and syntactic structures sometimes interfere with comprehensibility	• Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures	• Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures	• Excellent use of grammar and syntax, with minimal or no errors

0: UNACCEPTABLE Contains nothing that earns credit

- Mere restatement of the prompt
- Clearly does not respond to the prompt
- "I don't understand," "Please repeat," or equivalent in Japanese
- Not in Japanese

BLANK: (no response)

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Question 4: Cultural Perspective Presentation

Prompt/Directions:

Imagine that you are making an oral presentation to your Japanese class. First you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as full as possible.

(N) Present your own view or perspective on Japanese beliefs and/or values. Discuss at least FIVE aspects or examples of Japanese beliefs and/or values.

Begin with an appropriate introduction, give details, explain your own view or perspective, and end with a concluding remark.

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Scoring Guidelines for Question 4: Cultural Perspective Presentation

Skills: 2.A 4.B 7.B 7.C 7.D **6 points**

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	Demonstrates lack of competence in presentational speaking and cultural knowledge	**Suggests lack of competence in presentational speaking and cultural knowledge**	**Suggests competence in presentational speaking and cultural knowledge**	**Demonstrates competence in presentational speaking and cultural knowledge**	**Suggests emerging excellence in presentational speaking and cultural knowledge**	**Demonstrates excellence in presentational speaking and cultural knowledge**
TASK COMPLETION	• Presentation addresses prompt only minimally	• Presentation addresses topic only marginally or addresses only some aspects of prompt	• Presentation addresses topic directly but may not address all aspects of prompt	• Presentation addresses almost all aspects of prompt, including explanation of view or perspective, but may lack detail or elaboration	• Presentation addresses all aspects of prompt, including explanation of view or perspective	• Presentation addresses all aspects of prompt with thoroughness and detail, including explanation of view or perspective
	• Lacks organization and coherence	• Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices	• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices	• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent	• Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices	• Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices
	• Cultural information almost entirely inaccurate or missing	• Cultural information has frequent or significant inaccuracies	• Cultural information may have several inaccuracies	• Generally correct cultural information with some inaccuracies	• Minimal errors in cultural information	• Cultural information is accurate and detailed
DELIVERY	• Labored expression constantly interferes with comprehensibility	• Labored expression frequently interferes with comprehensibility	• Strained or unnatural flow of expression sometimes interferes with comprehensibility	• Strained or unnatural flow of expression does not interfere with comprehensibility	• Generally exhibits ease of expression	• Natural, easily flowing expression
	• Constant hesitation or repetition	• Frequent hesitation or repetition	• Inconsistent pace marked by some hesitation or repetition	• Generally consistent pace with some unnatural hesitation or repetition	• Smooth pace with occasional hesitation or repetition, which does not distract from the message	• Natural pace with minimal hesitation or repetition
	• Frequent errors in pronunciation necessitate intense listener effort	• Frequent errors in pronunciation necessitate constant listener effort	• Errors in pronunciation sometimes necessitate special listener effort	• Errors in pronunciation do not necessitate special listener effort	• Infrequent or insignificant errors in pronunciation	• Pronunciation virtually error free
	• Constant use of register and style inappropriate to situation	• Frequent use of register and style inappropriate to situation	• Use of register and style appropriate to situation is inconsistent or includes many errors	• May include several lapses in otherwise consistent use of register and style appropriate to situation	• Consistent use of register and style appropriate to situation except for occasional lapses	• Consistent use of register and style appropriate to situation
LANGUAGE USE	• Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility	• Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility	• Some inappropriate vocabulary and idioms interfere with comprehensibility	• Appropriate but limited vocabulary and idioms	• Variety of vocabulary and idioms, with sporadic errors	• Rich vocabulary and idioms
	• Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language	• Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language	• Errors in grammatical and syntactic structures sometimes interfere with comprehensibility	• Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures	• Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures	• Variety of appropriate grammatical and syntactic structures, with minimal or no errors

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0: UNACCEPTABLE Contains nothing that earns credit

- Mere restatement of the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- Not in Japanese

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AP JAPANESE LANGUAGE AND CULTURE

Appendix

日本語

Kanji List

For the AP Japanese Language and Culture course and exam, students are expected to be able to interpret and produce texts using the kanji on this list. It is based on a survey of commonly used textbooks and represents expectations typical of college courses that represent the point at which students complete approximately 300 hours of college-level classroom instruction. This list is organized by JIS code, but, of course, the kanji need not be presented in this particular order. Kanji should be presented according to students' communicative needs, as characterized by the topic, purpose, and other aspects of their reading and writing.

悪 安 暗 以 意 医 育 一 員 引 飲 院 右 雨 運 映 泳 英 駅 円

園 遠 横 屋 温 音 下 化 何 夏 家 科 歌 火 花 荷 画 会 回 海

界 皆 絵 開 階 外 学 楽 活 寒 漢 間 関 館 顔 願 期 機 帰 気

記 起 休 急 泣 究 牛 去 魚 京 強 教 橋 業 局 近 金 九 空 係

兄 形 経 計 決 結 月 犬 見 験 元 現 言 個 古 五 午 後 語 公

口 向 好 工 広 校 港 考 行 降 高 号 合 国 黒 今 困 婚 左 最

歳 祭 際 作 昨 雑 三 山 残 仕 使 四 始 姉 子 市 思 指 止 私

紙 試 事 字 寺 持 時 次 治 自 辞 式 七 失 室 実 写 社 者 車

若 主 取 手 酒 受 授 州 秋 終 習 週 集 住 十 重 宿 出 術 春

初 所 暑 書 女 商 小 少 笑 上 乗 場 色 食 信 寝 心 新 森 神

親 身 進 人 図 水 数 世 制 成 晴 正 生 西 青 静 昔 石 赤 切

接 節 説 雪 先 千 専 川 洗 線 選 前 然 全 組 早 相 走 送 贈

側 足 速 族 続 卒 村 多 太 打 体 対 待 貸 台 大 第 題 達 単

短 男 知 地 池 置 遅 茶 着 中 昼 注 朝 町 調 長 鳥 痛 通 低

定 庭 弟 的 天 店 転 点 伝 田 電 登 都 度 土 冬 島 東 答 頭

働 動 同 道 特 読 内 南 難 二 肉 日 入 熱 年 背 配 買 売 白

八 発 半 反 飯 晩 番 非 飛 美 鼻 必 百 氷 表 病 品 不 付 夫

婦 父 部 風 服 払 物 分 文 聞 平 別 変 便 勉 歩 母 方 法 忘

忙 北 本 妹 枚 毎 末 万 味 未 無 名 明 面 木 目 問 門 夜 野

薬 友 有 由 遊 夕 予 曜 様 洋 用 要 来 絡 落 利 理 立 留 旅

両 料 力 林 冷 礼 練 六 和 話

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