



## SAMPLE SYLLABUS #1

# AP<sup>®</sup> Japanese Language and Culture

## Curricular Requirements

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<b>CR1</b>	The teacher uses Japanese almost exclusively in class and encourages students to do likewise.	<i>See page:</i> 2
<b>CR2</b>	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required units: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts.	<i>See pages:</i> 2, 4, 5
<b>CR3</b>	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See pages:</i> 3, 6
<b>CR4</b>	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written texts, audio, and visualizations of data, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)	<i>See page:</i> 3
<b>CR5</b>	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Speak and write in interpersonal and presentational contexts, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)	<i>See page:</i> 3
<b>CR6</b>	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Demonstrate cultural understanding, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)	<i>See page:</i> 3
<b>CR7</b>	The course prepares students to use Japanese in real-life situations.	<i>See page:</i> 3
<b>CR8</b>	The course provides students with opportunities to develop handwriting skills in all three Japanese writing systems: Japanese Hiragana, Katakana, and Kanji.	<i>See page:</i> 4
<b>CR9</b>	The course provides students with opportunities to develop keyboarding skills.	<i>See page:</i> 4
<b>CR10</b>	The course dedicates time and support to help students build analytical, research, presentation, and interpersonal skills necessary to complete the course project.	<i>See pages:</i> 4, 5

# AP Japanese Language and Culture Sample Syllabus #1

## Course Overview

AP® Japanese Language and Culture is conducted almost exclusively in Japanese, immersing students in authentic communication and cultural experiences **CR1**. Students develop interpretive, interpersonal, and presentational communication skills and expand their cultural knowledge through **six required thematic units**. The course also includes the **AP Course Project** (15 class periods). The course prepares students for real-world communication and the AP Exam.

**The course provides opportunities for students to engage in interdisciplinary content and develop skills through the six required units: **CR2****

1. **Families and Communities** – Compare family structures and social customs using surveys and articles.

*Activity:* Students explore Japanese family structure, compare social customs, and investigate how Japanese society uses social networks to build inner circles using sources such as survey reports and news articles.

2. **Language and Culture** – Examine language trends represented in pop culture.

*Activity:* Students research linguistic trends in pop culture using websites and magazines. Students discuss these trends in class, predict future ones, and give AP-style presentations based on their ideas.

3. **Art and Creativity** – Explore traditional and modern art forms.

*Activity:* Students explore popular art styles and examine two types of art—both traditional works found in museums and everyday art seen in daily life. They create, present, and analyze an art piece of their choice (e.g., ikebana, calligraphy, woodblock printing, watercolor painting). Cultural videos are also used to prompt discussion.

4. **Science and Technology** – Investigate AI and robotics in Japan.

*Activity:* Students analyze the role of AI and robotics in shaping modern life in Japan. Drawing on an authentic source, they write a comparative response examining similarities and differences between AI and robotics in Japan and in their own society.

5. **Contemporary Life** – Research education and career preparation.

*Activity:* Using audiovisual and print sources, students write brief responses to questions about the impact of education on career choices.

6. **Global Contexts** – Discuss globalization and cultural challenges.

*Activity:* Students explore how current global events have changed different aspects of life and create a video presentation about their findings.

### **CR1**

The syllabus must explicitly state that the course is conducted almost exclusively in Japanese.

### **CR2**

The syllabus must explicitly list the six required course units and describe one or more sample activities and authentic sources per unit.

## Authentic Materials **CR3**

The course includes a variety of authentic sources. For example:

- **Audio:** NHKラジオニュース, podcasts, audiobooks
- **Visual:** Infographics, Japanese census data, prefectural maps
- **Audiovisual:** Dramas, short films, YouTube blogs
- **Written Literary:** Haiku and tanka by famous poets, short stories included in 日本語多読ライブラリー
- **Written Non-Literary:** *Yomiuri Shimbun*, *Seventeen Japan*, blogs, social media posts

## Interpretive Mode

The course develops skills to comprehend texts, audio, and data.

- **Activity:** Students listen to a recent NHK radio news broadcast and summarize main ideas and details of what they heard in a class presentation. (Skill 1.A)
- **Activity:** Students interpret a graph showing the use of technology in Japanese high school classrooms and discuss their thoughts about the data, patterns, and trends shown in the graph in small groups. (Skill 1.A, 1.B, 1.C) **CR4**

## Interpersonal and Presentational Modes

The course provides spoken and written interpersonal and presentational practice.

- **Spoken:** Students act out a movie scene related to one of the required course units. After the performance, the teacher asks the performers about various aspects of the scene following the Course Project Q&A format. (Skill 2.A, 2.B, 2.C, 2.D)
- **Written:** In a message-board exchange, all students post a question or opinion on the movie scene acted out by the students. (Skill 2.A, 2.B, 2.C) **CR5**

## Cultural Understanding

The course develops students' ability to describe, compare, and reflect on cultural products, practices, and perspectives.

- Students participate in the following activity:  
**Activity:** Students describe key aspects of cosplay culture, including fashion trends (products), participation in conventions or gatherings (practices), and the time and effort cosplayers invest (perspectives). **CR6** Students interview cosplayers about why they chose a particular character and what details they focused on when creating their costumes. Students will then analyze and compare cultural products, practices, perspectives, and reflect on their cultural significance.

## Real-Life Application

The course prepares students to use Japanese in real-life situations.

- **Activity:** Students each participate in an e-pal program in which they communicate via text, email, or video with a student at a Japanese school. **CR7**
- **Activity:** Students attend or watch a lecture conducted in Japanese and write a review in Japanese for the class blog.

## **CR3**

The syllabus includes at least one example of authentic materials from each of the following types of sources:

1. Audio
2. Visual
3. Audiovisual
4. Written/Print Literary
5. Written/Print Non-Literary

## **CR4**

The syllabus must describe at least two activities designed to address at least one learning objective within Skill Category 1 using an authentic source.

## **CR5**

The syllabus must describe at least one spoken and one written activity or a series of activities to address learning objectives within Skill Category 2.

## **CR6**

The syllabus must describe one or more activities to demonstrate how each learning objective in Skill Category 3 is addressed.

## **CR7**

The syllabus demonstrates that students use Japanese in the classroom or beyond in real-life situations. Simply stating a list of real-life situations is not sufficient.

## Handwriting

The course develops students' handwriting skills in all three writing systems.

- Weekly handwriting practice using genkō yōshi (composition paper) **CR8**
- Regular Kanji drills using *Basic Kanji Book*, volumes 1 and 2
- Handwritten essay homework assignments

## Keyboarding

The course develops students' typing skills in Hiragana, Katakana, and Kanji.

- Weekly typing practice for AP-style story narration and email responses using a Japanese IME. **CR9**

## Course Project

The course dedicates at least 15 class periods (11+ hours) to the AP Japanese Course Project. **CR10**

- Students complete:
  - ♦ Research
  - ♦ Written reflection questions
  - ♦ Personalized Project Reference
  - ♦ Practice Project Presentation
  - ♦ Practice Project Q&A

# Pacing Guide and Daily Lesson Samples (36 Weeks)

## Quarter 1

**Weeks 1–2: Orientation and Review**

- Course expectations, IME typing practice, kanji review.
- Introductory journal in Japanese (self-introduction).

**Weeks 3–6: Unit 1 – Families and Communities** **CR2**

- Using sources such as survey reports and news articles, students explore Japanese family structure, compare social customs, and investigate how Japanese society uses social networks to build inner circles.

**Activities:** Reading NHK Web Easy articles, Group activities exploring generational differences through literary texts and films and AP-style listening exercises.

**Weeks 7–9: Unit 2 – Language and Culture** **CR2**

- Students research past and current linguistic pop culture trends using websites and magazines. Students will reflect through class discussions after AP-style presentations about these trends and make predictions about future trends.

**Activities:** Class research about local traditional festivities using videos and articles, pop culture analysis, blog discussions, and oral presentations on cultural and linguistic trends.

### **CR8**

The syllabus must include at least one example describing how students practice handwriting Japanese Kanji, Hiragana, and Katakana using all three systems appropriately.

### **CR9**

The syllabus must include at least one example describing how students use a standard keyboard to type Japanese Kanji, Hiragana, and Katakana to create text in Japanese. Students must be able to identify desired Kanji(s) correctly after they complete typing a phonetic transcription of the text using Input Method Editor.

### **CR10**

The syllabus must include an explicit statement confirming that at least fifteen 45-minute class periods, or their equivalent, are dedicated to the Course Project (as outlined in the Course Project Manual). In particular, time must be specifically dedicated to research, guiding students through creating a written reflection, completing a Personalized Project Reference, and practice of the Project Presentation and Project Q&A.

## Quarter 2

### Weeks 10–13: Unit 3 – Art and Creativity **CR2**

- Students explore popular art styles and examine two types of art—both traditional works found in museums and everyday art seen in daily life. They create, present, and analyze an art piece of their choice (e.g., ikebana, calligraphy, woodblock printing, watercolor painting). Cultural videos are also used to prompt discussion.

**Activities:** Virtual museum tours, Student presentations about the incorporation of traditional elements in contemporary fashion, creating art projects (ikebana, calligraphy) and haiku composition.

### Weeks 14–18: Unit 4 – Science and Technology **CR2**

- Students analyze the role of AI and robotics in shaping modern life in Japan. Drawing on an authentic source, they write a comparative response examining similarities and differences between AI and robotics in Japan and in their own society.

**Activities:** Research how AI impacts Japanese society and compare it to their own cultural context, debates on the social impact of new communication technologies and social media based on current news sources, and analyze articles from *The Asahi Shimbun*.

## Quarter 3

### Weeks 19–22: Unit 5 – Contemporary Life **CR2**

- Students research the type of education needed to pursue their desired career path, both in their home country and in Japan: How can they prepare to build the multilingual skills necessary to flourish in the 21st century? Teacher-led discussion using articles referencing 21st-century skills.

**Activities:** Research on career pathways, email interviews with Japanese professionals, discussions on 21st-century skills, writing assignments on health and well-being based on a variety of audio and print sources.

### Weeks 23–27: Unit 6 – Global Contexts **CR2**

- Students explore what facets of life have undergone transformations due to global changes. Students will make a video presentation on their findings.

**Activities:** Video projects on tourism, transportation, cultural comparisons, and student-led discussions about the Japanese automobile industry based on a documentary film.

## Quarter 4

### Weeks 28–32: AP Course Project **CR10**

- Complete written reflection
- Conduct research
- Complete Personal Project Reference (PPR)
- Practice Project Presentation and Project Q&A sessions

### Weeks 33–35: AP Exam Review

- Full practice exam (speaking, writing, reading, listening).

### Week 36: Post-AP Project

- Final cultural portfolio and reflection project

## Resources **CR3**

- **NHK News Web Easy**
- **Asahi Shimbun Digital**
- **Yomiuri Shimbun**
- **JF Japanese e-Learning Minato**
- **AP Japanese Course and Exam Description**
- **Tokyo National Museum Digital Archives**
- ***Basic Kanji Book* volumes 1 and 2 (textbook)**
- **NHK Podcasts**
- ***Nobody Knows* by Hirokazu Kore-eda (2004 film)**
- ***Kitchen* by Banana Yoshimoto (1988 novel)**