

SYLLABUS DEVELOPMENT GUIDE

AP[®] Japanese Language and Culture

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

The Unit Guides and the “Instructional Approaches” section of the *AP[®] Japanese Language and Culture Course and Exam Description (CED)* may be useful in providing evidence for satisfying these curricular requirements.

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Clarifying Terms

These statements define terms in the syllabus development guide that may have multiple meanings.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim examples or clear descriptions of what acceptable evidence could look like in a syllabus.

Curricular Requirements

CR1	The teacher uses Japanese almost exclusively in class and encourages students to do likewise.	<i>See page:</i> 3
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the suggested course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, Global Challenges; or another organizing approach integrating language, content, and culture.	<i>See page:</i> 4
CR3	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	<i>See page:</i> 7
CR4	The course provides opportunities for students to make cultural comparisons.	<i>See page:</i> 8
CR5	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See page:</i> 9
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text.	<i>See page:</i> 10
CR7	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections.	<i>See page:</i> 11
CR8	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text.	<i>See page:</i> 12
CR9	The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions.	<i>See page:</i> 13
CR10	The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others.	<i>See page:</i> 14
CR11	The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others.	<i>See page:</i> 15
CR12	The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations.	<i>See page:</i> 16
CR13	The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations.	<i>See page:</i> 17
CR14	The course prepares students to use the target language in real-life situations.	<i>See page:</i> 18
CR15	The course provides students with opportunities to develop skills in handwriting Japanese Kanji, Hiragana, and Katakana using all three systems.	<i>See page:</i> 19
CR16	The course provides students with opportunities to develop keyboarding skills.	<i>See page:</i> 20

Curricular Requirement 1

The teacher uses Japanese almost exclusively in class and encourages students to do likewise.

Required Evidence

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

Samples of Evidence

1. The syllabus states that Japanese is exclusively used by the teacher and students except for instances when there is a need for explanation in English. For example, English may be used when complex instructions or grading expectations for an assignment or project need to be communicated.
2. All communication in the AP[®] Japanese Language and Culture class is conducted in Japanese, and class participation grades reflect the requirement that students use Japanese almost exclusively in the classroom.
3. The syllabus clearly states that the teacher and students speak Japanese almost exclusively in class, thereby creating an immersion environment together.

Curricular Requirement 2

The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the suggested course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, Global Challenges; or another set of themes integrating language, content, and culture.

Required Evidence

- The syllabus must explicitly list the six suggested course themes and describe one or more sample instructional activities and sources per theme.

Note: If another set of themes is used, the syllabus must include at least one sample instructional activity and source for each of those themes.

Clarifying Term(s)

Course Themes: an organizing approach integrating language, content, and culture that provides context and content for students to develop their skills in the modes of communication.

While use of the suggested course themes is not required, AP Classroom resources including the Unit Guides, Personal Progress Checks, etc. are designed around the six suggested themes.

Samples of Evidence

1. The syllabus explicitly lists the six suggested themes and explains how each theme is specifically developed in the course by detailing activities and the sources used for each theme.

For example:

- Student-focused discussions of war and human rights based on a documentary film (**Global Challenges**)
- Debates on the social impact of new communications technologies based on current news sources (**Science and Technology**)
- Writing assignments on health and well-being based on a variety of audio and print sources (**Contemporary Life**)
- Class discussions about national identity using maps, public opinion surveys, and a variety of expository texts (**Personal and Public identities**)
- Group activities exploring generational conflicts through literary texts and films (**Families and Communities**)
- Student presentations about the impact of advertising on conceptions of beauty and body image through a study of advertisements for clothing and weight-loss products (**Beauty and Aesthetics**)

2. The syllabus describes units organized by theme and identifies activities and sources related to each theme, such as:

Unit 1: Families in Different Societies

Students explore Japanese family structure, gender roles, and compare social customs, and how we network socially as we build our inner circles using sources such as survey reports.

Unit 2: The Influence of Language and Culture on Identity

Students research past and current lifestyle and pop culture trends using websites and magazines. Students will reflect through class discussions after two-minute AP-style presentations about trends in entertainment and lifestyle and make predictions about future trends.

Unit 3: Influences of Beauty and Art

Students become more familiar with the popular arts and explore the different kinds of arts that are not just limited to what are found in museums, but what we also encounter in our daily lives. Students construct, present, and provide analysis of an art piece of their choosing (e.g., ikebana (flower arrangement), calligraphy, woodblock painting, watercolor painting, etc.). Cultural videos are also used as stimuli for discussion.

Unit 4: How Science and Technology Affect Our Lives

Students explore the effects of technology in their daily lives, as well as on society: How much are we engulfed by the devices we hold? Based on the film “Summer Wars,” students will compare the life of a society engulfed and controlled by technology to our own in a 20-minute compare and contrast composition.

Unit 5: Factors That Affect the Quality of Life

Students research what kind of education is needed to establish oneself in the career they want to pursue both in their home country and in Japan, How can they prepare themselves so that they have the multilingual skills necessary to flourish in the 21st century? Teacher-discussion using Japan’s Ministry of Education document on the 21st-century skills.

Unit 6: Environmental, Political, and Societal Changes

Students explore what facets of life have undergone changes they consider to be troubling, including discussions on the challenges of females and foreigners in Japanese society. Students, using current news sources, will make a video presentation on a cause they have a passion for, and what are some possible methods to drive change at the micro-level.

3. The syllabus includes the following units based on themes that integrate language, content, and culture. Sample activities and sources are included in each unit.

For example:

Unit 1: Cultural Celebrations – After watching a video about a cultural event in Japan, students engage in a small-group discussion on the *what/how/why* (‘product’ ‘practice’ ‘perspective’ of culture or 3Ps) of the event.

Unit 2: Teenage Life/Self and the Global Community – Students prepare a survey to ask Japanese teenagers about their daily lives, execute the survey, discuss the survey results in small groups, and write a short report on the results.

Unit 3: Interests and Careers – Students listen to a career-related talk given by a Japanese speaker familiar with different types of work life in Japan and ask the visitor questions.

Unit 4: Beliefs and Attitudes – Students listen to a music video related to beliefs or attitudes of youth and in small groups; they transcribe the song’s lyrics and discuss its meaning.

Unit 5: Social Issues and Current Events – Students choose a news item from the list at NHK News that interests them and read or watch it in advance; they discuss their selected news item in small groups in class.

Unit 6: Art and Music Appreciation – Students prepare their content for an oral presentation on their favorite Japanese music or musician explaining *what or who* to talk about and *why* they like the music or musician.

Unit 7: Literature and Poetry – Students become familiar with names of famous Japanese authors and their namesake’s works by reading and/or watching any of the *Bungo* (=literary) *Stray Dogs* series available in manga form and anime films.

Unit 8: Geography and Climate – Through a variety of teacher-guided activities, students prepare their content for a poster presentation explaining one place in Japan with text, maps, images, photographs, drawings, etc.

Curricular Requirement 3

The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

Required Evidence

- The syllabus must describe **at least two activities** that focus on developing an understanding of cultural perspectives as revealed in the products and/or practices of the culture.

Clarifying Term(s)

Products: both tangible items (clothing, food, a literary work, a monument) and intangible items (a law, an educational system) created by the target culture.

Practices: customs, routines, and patterns of social interaction representative of the target culture.

Perspectives: values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer.

Samples of Evidence

1. The syllabus includes multiple activities that help students understand values or assumptions prevalent in Japan through the study of concrete cultural products (both tangible ones such as clothing, food and architecture, as well as intangible entities such as laws, regulations, and educational and other institutional systems) and practices (e.g., customs and behavioral patterns unique to Japanese culture).

The syllabus includes several activities that engage students with different perspectives on a topic or theme (e.g., multiculturalism, citizenship, globalization).

Students will orally present on an aspect of life that they are passionate about as it relates to Japanese culture and society to demonstrate their understanding of the topic or issue and its impact on Japanese culture and society.

2. The syllabus states that students will learn about an author, era, history, etc. that are related to each material before or during the lesson as a tool for them to be able to understand the author's point of view (put students' in author's shoes), etc. Additionally, students will be given a few minutes to discuss about this with their classmates to obtain a better understanding of the perspectives in that period in Japanese culture.

The syllabus includes an introduction to topics such as Japanese contributions to philosophical thought, government institutions, and artistic pursuit.

3. The students will practice delivering speeches at least every other week on topics based on the students' expertise on the Japanese culture. Students introduce the topic, list and provide details on five different aspects, discuss their own view or perspective separate from the five aspects, and provide a closing remark.

Students research different recipes and foods and develop a presentation or video for the class demonstrating how meals are prepared and shared in Japan. Their presentations should compare Japanese attitudes toward meals and meal-taking to those in their own community.

Curricular Requirement 4

The course provides opportunities for students to make cultural comparisons.

Required Evidence

- The syllabus must describe **at least two** activities in which students make cultural comparisons.

Samples of Evidence

1. Each of the thematic units includes a reflective essay or speech focused on a cultural or linguistic comparison (e.g., comparison of the most significant annual event or festival in Japanese and the student's own culture; similarities and differences in polite expression in Japanese and the student's own culture).

2. Students discuss cell phone use etiquette in public places in Japan and in their own culture with their classmates. To prepare for this activity, students conduct a web-search to obtain information on etiquette of cell phone use in public in Japan. They will bring a list or short paragraph on their findings to class on the day of the discussion.

The syllabus includes an assignment in which students compare nuances of meanings of words, idioms, and expressions in the Japanese language and their own.

3. Students compare the presence of idol groups in the U.S. and in Japan, how their popularity has been handled, and the restrictions that may be in place, as well as the rationale for those restrictions.

Students report on the way climate is observed in their home country and in Japan to answer questions such as: Is everybody viewing climate data the same, and how is that driving business in society?

Curricular Requirement 5

Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.

Required Evidence

- The syllabus cites or briefly describes at least one example of authentic materials from each of the following types of sources:
 - ♦ Audio (e.g., podcasts, radio programs, songs)
 - ♦ Visual (e.g., charts, graphs, tables, maps, infographics, photos)
 - ♦ Audiovisual (e.g., music videos, films, video clips, tv shows)
 - ♦ Written/print (e.g., plays, short stories, poems, newspapers, magazines, blogs)

Note: Authentic instructional materials from a textbook must be identified; simply listing the title of a course textbook or its table of contents is not sufficient. Semi-authentic instructional materials may also be used, but the syllabus must include at least one example of authentic materials from each of the above categories.

Clarifying Term(s)

Authentic Materials: materials in the target language not originally created for instructional purposes.

Semi-Authentic Materials: authentic materials that are appropriately modified according to the student's proficiency level to improve student understanding or comprehension. Semi-authentic sources are often used for instructional purposes; however, teachers should strive to incorporate authentic sources as much as possible.

Samples of Evidence

1. The syllabus lists multiple activities that require students to work with authentic audio and video materials (news broadcasts, songs, films, podcasts, etc.), authentic non-literary texts (newspaper and magazine articles, blog and social media entries, etc.), authentic literary texts (novels, plays, short stories, poems, comic books, etc.), and authentic visual materials (promotional and informational ads, infographics, cartoons with written words, etc.).
2. The bibliography/sources section of the syllabus lists authentic sources in each of the four required categories:
 - Audio (e.g., songs, podcasts)
 - Visual (e.g., photos, art, charts, graphs, infographics)
 - Audio-Visual (e.g., feature films, documentaries)
 - Written/Print (e.g., plays, short stories, poems, newspapers, magazines, blogs)
3. The syllabus states that students will:
 - Practice listening and comprehension using authentic audio sources, such as songs and podcasts.
 - Use maps and other visual sources to explore and become familiar with the layout of Japan on a prefectural level.
 - Watch, take vocabulary notes, and analyze episodes of Japanese drama series and movies.
 - Find the main idea behind short poems (e.g., Haiku, Tanka) written by various artists.
 - Read news articles from NHK News.

Curricular Requirement 6

The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text. (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 1 using an authentic source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Term(s)

Comprehend Text: describing the literal meaning of the text and data.

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. Students read an informational text (e.g., a “ryuukoo tsuushin” [current news] article at Kids Web Japan - <https://web-japan.org/kidsweb/ja/index.html>) and organize the information in response to all or some of the 5 Ws (who, what, when, where, why) and 1 H (how) to demonstrate their comprehension.
2. Students make use of graphic organizers to organize information from written, audio, audiovisual, and/or visual sources. For example, students use a graphic organizer to summarize information about characters in a story, to summarize the plot of a video or short story, and/or to create a timeline of events based on a video or short story.
3. Students are provided a flyer for a cultural event and asked to identify the main idea and list the most important details.

Curricular Requirement 7

The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections. (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 2 using an authentic source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Term(s)

Connections: connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes activities that require students to read authentic materials (e.g., a travel brochure from JTB Pamphlet Stand) and relate to a uniquely Japanese cultural aspect based on their understanding of the materials.
2. Students watch a Japanese television documentary on how technology is used to help the elderly and people with disabilities in Japan. In a class discussion in small groups, students share their thoughts on this topic, and then discuss the role of technology in today's world. At the end of the class, each group shares a summary of what they discussed.
3. Students research the educational system in Japan and read current articles on educational issues using information from newspapers such as the *Asahi Shimbun* or *Yomiuri Shimbun*. Students then write a brief essay providing support for what they think is the most important issue related to the educational system in Japan.

Curricular Requirement 8

The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written or audio text. (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 3 using an authentic source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Term(s)

Interpret: analyze the distinguishing features and the meaning of a text.

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. Students watch a folk tale from the “manga nihon mukashi banashi” series and discuss its main theme or message in small groups.
2. While reading or listening to a short story, students are asked to identify differences in speech styles (e.g., politeness) to determine the relationship of the characters in the story.
3. The syllabus states that *NHK News* will be used for students to practice identifying distinguishing features (purpose, audience, point of view, tone, etc.) of written and audio text while considering the meaning of vocabulary and grammar based on context.

Curricular Requirement 9

The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions. (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 4 using an authentic source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Term(s)

Meanings: determine or deduce the meaning of familiar and unfamiliar words and expressions in context.

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes activities that require students to read authentic material at NHK for School focusing on words written in kanji and identifying key terms important for understanding the text.
2. Students learn commonly used idioms and expressions from an authentic source such as a public announcement. In pairs, they work through the meanings of those, as well as additional idioms and expressions. After they discuss the meanings in pairs, students share their interpretations with everyone in class.
3. The syllabus states that *NHK News* is used for students to practice interpreting meaning of written text while determining the meaning of both familiar and unfamiliar vocabulary and grammar based on context. The syllabus also notes that when all students are present for reading and listening assessments, certain passages will be discussed to determine key words that students are not familiar with but have determined their meaning based on the context of the passage.

Curricular Requirement 10

The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others. (Interpersonal Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 5.

Clarifying Term(s)

Spoken Interpersonal Communication: direct (face-to-face or synchronous) oral communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus includes frequent opportunities for students to interact orally (e.g., oral interview, small group discussion) with other students and the teacher to practice providing and obtaining information or opinions about a text or topic.
2. Students engage in regular debates on topics that address overlapping themes such as whether technology has had a positive effect on the improvement of community and family interactions or whether television and video games have led to a lack of imagination in today's youth.
3. Students engage in various interpersonal skits that demonstrate their understanding of hierarchies within Japanese societies using honorific and humble language when appropriate. They must also be able to transition to and execute in less formal situations during these skits when the scene changes, demonstrating their ability to apply communication strategies as they work with different partners.

Curricular Requirement 11

The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others. (Interpersonal Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 6.

Clarifying Term(s)

Written Interpersonal Mode: direct written communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus includes frequent opportunities for students to interact by writing (e.g., text chat, email, threaded discussion, interactive blog) with other students and the teacher to practice providing and obtaining information or opinions about a text or topic.
2. The syllabus states that students will exchange emails with those who attend their sister school in Japan once a week to ask and answer questions about the similarities and differences in school and home life.
3. Students participate in a class blog on selected topics related to the course themes. Students are required to post their individual responses to a question posed by the instructor and then respond to at least three other students' entries, asking for clarifications and suggesting further ideas.

Curricular Requirement 12

The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations. (Presentational Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 7.

Clarifying Term(s)

Spoken Presentational Communication: oral communications to an audience. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes at least one activity or assignment in which students prepare and present a skit, a role play, a scene from a play, or a dramatization of an authentic text based on one of the suggested course themes.
2. The syllabus includes activities where students conduct research, evaluate sources, organize information, and practice effective public speaking techniques (e.g., eye contact, gestures, emphasis, voice fluctuation) in preparation for oral presentations that students deliver on a project at the end of the semester.
3. At the end of each unit, alternating students offer a presentation using PowerPoint or Prezi to the class in which they analyze a current global problem related to the theme(s) of the unit, such as the challenges of disease, global warming, and unequal living standards, and discuss the cultural perspectives underlying the global problem in the target culture and their own culture.

Curricular Requirement 13

The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations. (Presentational Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 8.

Clarifying Term(s)

Written Presentational Communication: written communications to an audience. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus states that students are required to prepare written presentations as part of thematic study (e.g., announcements of events, advertisements of products, letters to the editor reacting to newspaper or magazine articles, synthesis essays using a combination of multiple sources).
2. Students design a poster to promote a volunteer opportunity in a Japanese-speaking community, including the type of opportunity, where and when it is offered, and the characteristics applicants should have, etc.
3. The syllabus states that students write formal argumentative or comparative essays that synthesize authentic audio, visual, and written sources, such as documentaries, news reports, interviews, infographics, tables, graphics, and newspaper and magazine articles. Students produce drafts and engage in peer-editing prior to receiving teacher feedback on their essays. Students can further revise based on teacher feedback.

Curricular Requirement 14

The course prepares students to use the target language in real-life situations.

Required Evidence

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

Samples of Evidence

1. The syllabus states that students attend (in person or by viewing online) lectures, film nights, performances, or other cultural events conducted in Japanese, for which they regularly provide written reviews for the class blog, tweets, and/or brief oral summaries of the events.
2. Students create an electronic portfolio with artifacts and documents that demonstrate their language proficiency, cross-cultural awareness, and personal experiences within the target culture both in and beyond the classroom setting.
3. The syllabus states that the students will get the opportunity to work with students in a pen pal-type program called “Kizuna.” A requirement of the program is that students communicate with a partner in the Japanese school for at least an hour a week. Here, students are using the target language technically in the classroom, and beyond getting to know a student or multiple students in the home country of the language, they have opportunities to share and discuss the content they are immersed in.

Curricular Requirement 15

The course provides students with opportunities to develop skills in handwriting Japanese Kanji, Hiragana, and Katakana using all three systems.

Required Evidence

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

Samples of Evidence

1. The syllabus states that there are practice sheets to practice Hiragana, Katakana, and Kanji handwriting that students are assigned on a regular basis.
2. The syllabus states that students use *Genkō yōshi* (traditional composition paper) where students get the chance to show their proficiency in the three-writing system while writing a composition.
The syllabus also notes that students engage in weekly practice using the textbook *Kanji Look and Learn* in which students write out answers using the three-writing system.
3. The syllabus lists activities integrated within each thematic unit that require students to practice writing by hand.

Curricular Requirement 16

The course provides students with opportunities to develop keyboarding skills.

Required Evidence

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

Samples of Evidence

1. The syllabus lists multiple activities that require students to practice typing Japanese text (Kanji, Hiragana, and Katakana) by using a standard keyboard. For example, students write emails in Japanese requesting information about assignments from their teacher or peers.
2. The syllabus states that students will be getting weekly practice with typing on school-provided computers through practice AP-style Text Chat and AP-style Compare and Contrast essays in class. The syllabus also notes that due to the Kizuna program being online and the need for text to be sent as messages to their pen pal(s), the use of proper Kanji, Hiragana, and Katakana to create text in Japanese will be necessary to communicate effectively.
3. The syllabus describes opportunities for students to type Japanese, for practice and as part of assessments.