

SAMPLE SYLLABUS #1

AP® Japanese Language and Culture

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 pages:</i> 3, 6, 7, 8, 9, 10, 11, 12, 13, 14
CR3	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	<i>See pages:</i> 6, 8, 13
CR4	The course provides opportunities for students to make cultural comparisons.	<i>See pages:</i> 6, 7, 8, 9
CR5	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See pages:</i> 3, 15
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> 6
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> 14
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 pages:</i> 12, 13
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 pages:</i> 11, 14
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 pages:</i> 6, 9
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 pages:</i> 9, 11

CR12	The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations.	<i>See pages:</i> 8, 10
CR13	The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations.	<i>See pages:</i> 6, 10
CR14	The course prepares students to use the target language in real-life situations.	<i>See pages:</i> 9, 11
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> 4
CR16	The course provides students with opportunities to develop keyboarding skills.	<i>See page:</i> 4

Advanced Placement Japanese Language and Culture Sample Syllabus #1

Course Description

AP® Japanese Language and Culture is designed to provide students with a learning experience equivalent to that of a college course, which prepares the student to perform at the Intermediate Mid range across the three communication modes—interpretive, interpersonal, and presentation—as described in the *ACTFL Performance Descriptors for Language Learners*. In addition to communication, the course also addresses other goal areas of the five C's: cultural competence, connections to other disciplines, comparisons between the Japanese language and culture and those of the students, and the use of the language in multilingual communities beyond the school setting. The course is conducted almost entirely in Japanese to expand students' productive and receptive skills as well as the cultural knowledge necessary to communicate with and understand native speakers and writers of Japanese. **CR1**

CR1

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

Core Themes **CR2**

The course is organized around the following six themes: Personal and Public Identities, Families and Communities, Science and Technology, Global Challenges, Beauty and Aesthetics, and Contemporary Life.

CR2

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

Course Skills

This course prepares students to demonstrate their level of Japanese proficiency across the three communicative modes; Interpretive, Interpersonal, and Presentational at the Intermediate Mid range as described in the *ACTFL Performance Descriptors for Language Learners*. Students will develop skills in the following eight categories: Comprehending Text, Making Connections, Interpreting Text, Making Meanings from Words and Expressions, Speaking to Others, Writing to Others, Presenting Orally, and Presenting in Writing. Each unit will incorporate activities that allow the students to demonstrate the above skills.

This course includes many content-based activities and age-appropriate topics. Numerous authentic texts, including short stories and semi-authentic email messages, brochures, podcasts, newspaper articles, letters, and internet resources are used to help students further develop their interpretive communication skills. **CR5** Scaffolding activities, such as prereading/prelistening activities and graphic organizers, will be provided to support students' comprehension of the materials for native speakers. Students practice speaking on the phone, making announcements, narrating a story, and presenting an opinion on various Japanese customs.

Speaking strategies such as circumlocution and paraphrasing techniques will be introduced as well. Students will be taught and will be prepared to use their inference skills for reading and listening strategies. Students write for various audiences, using various formats such as journal entries and letters/emails to our exchange students who have visited for two weeks from Japan. Students will be given ample opportunities to learn about and express their opinions on Japanese culture, society, and people, as well as to deepen their understanding of differences and similarities between Japanese culture and their own. Students, in pairs and small groups, will engage in oral discussions, give oral

CR5

The syllabus cites or briefly describes at least one example of authentic materials from each of the following types of sources:

1. Audio (e.g., podcasts, radio programs, songs)
2. Visual (e.g., charts, graphs, tables, maps, infographics, photos)
3. Audiovisual (e.g., music videos, films, video clips, tv shows)
4. Written/print (e.g., plays, short stories, poems, newspapers, magazines, blogs)

presentations, and write articles on a variety of topics throughout the course. Each unit culminates with a project that showcases students' understanding of some aspect of the main topic.

Students will be guided to utilize various language learning strategies such as: creating a notebook of various grammar elements they have learned; listening to various Japanese podcasts of interest to them; watching an interesting Japanese drama or series using the internet, Netflix etc.; reading high-interest items such as a favorite manga in Japanese; speaking in Japanese to any Japanese people they encounter; creating a kanji web using hen, meaning, and sound; searching the internet for helpful Japanese-learning websites; keeping a list of helpful expressions used in Japanese daily life etc. Students will be asked to provide evidence at least twice in each nine-week quarter of their best learning strategies and present these to the class.

Technology is integrated for efficiency, motivation, and enrichment of students' language learning experiences. Students will practice keyboarding skills by typing weekly text chats and comparison/contrast essays in class. **CR16** At the same time, Students will have continuous practice in writing hiragana, katakana, and kanji by hand through completion of essays, written presentations, and weekly practice in their *Genki* workbooks. **CR15**

In this course, students will further develop cultural competence by learning various behaviors that are important in Japanese society, such as: removing shoes in the house, slipper etiquette, washing before entering the bath, utilizing chopsticks in a non-offensive way, business etiquette regarding business cards, seating in meetings, how to address others respectfully, etc., the importance of perseverance in Japanese society, the importance of gift giving in personal relations and rules regarding gift-giving etc., which will help students comfortably navigate through interactions with Japanese people and help them have a successful visit to Japan. Prior to this course, students should have learned some basic Japanese norms like bowing properly and expressions used before and after a meal. Students should continue to demonstrate these behaviors and use expressions in a culturally appropriate way as expected.

CR16

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.

CR15

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

Modes of Communication, Task Models, and Skills

As students work with the modes of communication listed below, they practice various task models with targeted course skills in each unit that familiarize them with what will be on the exam while helping them build linguistic skills and cultural competencies. Task models are repeated across the units provided in the Course and Exam Description (CED). On average, 4–6 Listening and 2–4 reading task models are provided for students to practice in each unit. In addition, 4 free response tasks are provided for students to practice in each unit. Complexity in the task models is driven by content and increases throughout the year.

Modes of Communication	Task Models	Skills
Interpretive Communication	Multiple Choice	
Audio Texts (Listening)	Public announcement Voice message Pre-recorded message Instructions Cultural presentation Radio news broadcast Radio broadcast Radio cultural documentary Uncontextualized dialogue School debate	1.A, 2.A, 3.A, 3.B, 4.A

Modes of Communication	Task Models	Skills
Print Texts (Reading)	Journalistic article Short story Email inbox Letter Step-by-step instruction Travel brochure	1.A, 2.A, 3.A, 3.B, 4.A
Interpersonal Communication		Free Response
Speaking	Conversation	1.A, 2.A (2 out of the three FRQs: Text chat, Compare and contrast article, and Conversation), 4.A, 4.B, 5.A, 5.B
Writing	Text Chat	1.A, 2.A (2 out of the three FRQs: Text chat, Compare and contrast article, and Conversation), 4.A, 4.B, 6.A, 6.B, 6.C
Presentational Communication		Free Response
Speaking	Cultural Perspective Presentation	2.A, 4.B, 7.B, 7.C, 7.D
Writing	Compare and Contrast Article	2.A (2 out of the three FRQs: Text chat, Compare and contrast article, and Conversation), 4.B, 8.B, 8.C, 8.D

Assessment

Formative assessments include in-class observations by the teacher, homework, exit slips, and short quizzes, which will be frequently used throughout the course. At the end of each unit, students use Personal Progress Checks in AP Classroom as a formative assessment to see how they are performing and to identify areas of improvement. Personal Progress Check questions including multiple choice and free response questions are combined in a full form to assess student understanding of the content and skills of all the task models in a unit. Students will receive feedback based on formative assessments and personalized suggestions for improving their communication skills.

Summative assessments include a semester exam testing interpretive, interpersonal and presentational modes of communication and a research project or other project that will be given to conclude the taught units. A rubric based on ACTFL's Performance Descriptors for Language Learners will be used for the various projects, essays, oral tests, etc.

Course Planner

This yearlong course is divided into two semesters. The class meets 4 times a week for a total of 4.1 hours per week for 38 weeks.

Note: The AP Japanese Language and Culture Exam is offered approximately three weeks prior to the end of school year. The final week of each semester will be devoted to assessments. Therefore, the course has approximately 33 weeks of actual instructional time each year.

Topic/Theme	Content	Activities
Science and Technology Genki Lesson 12 - Feeling Ill Dekiru Lesson 10 - Technology Dekiru Lesson 18 - Health	<ol style="list-style-type: none"> 1. Medical systems 2. Frequency 3. At doctor's office 4. Health survey 5. Poster to promote a healthy life 6. Robots in society 7. Shinkansen in Japan and the world 8. Cell phone development and use in Japan 	<ul style="list-style-type: none"> ▪ Students will use web searches to find information about health systems; compare and contrast the information with their own country through a typed essay. ▪ Students describe various illnesses and symptoms in various role-play situations and give and receive advice based on the symptoms. CR10 ▪ Students create survey on health in a small group. ▪ Students make a poster promoting healthy life choices. CR13 ▪ Students explore technology in Japanese society through study of the shinkansen, robotics, cell phone use, and video games. ▪ Students view various videos in Japanese on robotics from the Discovery Channel website and identify the main idea and supporting details https://www.discoverychannel.jp/?s=%E3%83%AD%E3%83%9C%E3%83%83%E3%83%88 CR6
Contemporary Life Genki II Lesson 13 - Looking for a Part-time Job アルバイト探し Dekiru Lesson 11 - Work and Career	<ol style="list-style-type: none"> 1. Classified ads 2. Résumé 3. Telephone message 4. Job interview 5. Thank you letter 	<ul style="list-style-type: none"> ▪ Students search and read classified ads on the Web; ▪ Students read and compare and contrast resumes in Japan and their home country. As a class, students discuss cultural perspectives revealed through the product and practice of résumés/resume writing. CR3 CR4 ▪ Students choose a part-time job on the classified ads and write a resume for a position in which they are interested ▪ Students leave a telephone message requesting an interview and write possible job interview questions ▪ Students, in pairs, conduct a mock job interview and write a thank you letter.

CR10

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

CR13

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

CR6

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.

CR3

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.

CR4

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

Topic/Theme	CR2	Content	Activities
Families and Communities		1. Gift-giving customs in Japan	▪ Students discuss gift-giving customs in Japan and in their culture including the occasion for gift giving, for whom, appropriate items, and appropriate price of the gifts
Genki II Lesson 14 - Valentine's Day バレンタインデー		2. Etiquette of gift giving and receiving	
年中行事		3. Major gift-giving dates in Japan	
Dekiru Lesson 12 - Rites of Life	CR2	4. Japanese weddings and funerals	▪ Students read an article online regarding the manners of gift giving and summarize the main idea and supporting details in the article using a graphic organizer
			▪ Students text chat a gift idea for a teacher with a classmate
			▪ Students create a skit about exchanging gifts and write a thank-you note based on the gift received in the skit
			▪ Students listen and respond to a wedding speech
			▪ Students compare and contrast marriage and careers in Japan vs. marriage/career in their own country
			▪ Students participate in text chats and simulated conversations regarding weddings and funerals
			▪ Students create a skit discussing ceremonies in Japan

Topic/Theme CR2	Content	Activities
Contemporary Life Genki II Lesson 15 - A Trip to Nagano Dekiru Lesson 13 - Festivals and Annual Events	1. Japanese holidays throughout the year 2. Food and rituals 3. Important social milestones	<ul style="list-style-type: none"> ▪ Students research Japanese holidays; compare and contrast the purpose, food, and rituals of the national holidays of Japan and their own country. CR4 ▪ Students read authentic texts describing important holidays and life events in Japan. ▪ Students research several Japanese national holidays and then create and deliver a PowerPoint presentation on a holiday of their choice. In their presentations, student must identify at least one product or practice related to the holiday and describe cultural practices revealed through the product(s) and/or practice(s). CR3 ▪ Students write an article comparing Japanese holidays and the holidays of their own country. ▪ Students give an oral presentation on international marriage. ▪ Students text chat about vacation activities. ▪ Students discuss various religious practices in Japan and the students' home country.

CR12

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

Topic/Theme	CR2	Content	Activities
Contemporary Life Genki II Lesson 16 - Daily Life: Lost and Found Dekiru Lesson 19 - Travel		1. Japanese hotel accommodations 2. Traveling in Japan (trains and other modes of transportation) 3. Planning a personal trip to Japan	<ul style="list-style-type: none"> ▪ Students research various aspects of traveling in Japan. ▪ Students read an authentic guidebook excerpt about a location in Japan.; ▪ Students give a presentation on a famous sightseeing spot in Japan. ▪ Students compare and contrast transportation systems in the United States and Japan in a mock television show. ▪ Students write an article comparing and contrasting Japanese hotels and traditional inns. ▪ Students listen to a travel report and respond to questions. ▪ Students create their own two-week trip to Japan including a daily itinerary with descriptions of activities and a budget for the trip. ▪ Students interview an exchange student from Japan about her travels in Japan and America, and the similarities and differences she has observed. CR10 CR14
Families and Communities Genki II Lesson 17 - Self and Friends Dekiru Lesson 1 - Self, Family, and Friends Dekiru Lesson 4 - Home and Community		1. Discuss family and friends 2. Personal life 3. Japanese family life	<ul style="list-style-type: none"> ▪ Students research Japanese family life and deliver a presentation comparing and contrasting families in Japan with families in their own country. CR4 ▪ Students view an authentic documentary discussing current trends in family life in Japan. ▪ Students write a family history for their own family. ▪ Students text chat/email monthly with previous Japanese exchange students about family/daily life. CR11

CR14

The syllabus demonstrates that students use the target language in the classroom or beyond to prepare for real-life situations.

CR11

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

Topic/Theme	CR2	Content	Activities
Contemporary Life Genki II Lesson 18 - Leisure, Hobbies, Part-Time Work, and Sports Dekiru Lesson 3 - Leisure, Hobbies, and Sports		1. Leisure activities in Japan 2. Popular hobbies for various age groups 3. Sports in Japan 4. Part-time work in Japan	<ul style="list-style-type: none"> ▪ Students research various leisure activities and hobbies in Japan for different age groups. ▪ Students compare and contrast school clubs and sports in Japan and the students' home country by creating a short documentary in Japanese highlighting their school's activities and sports for incoming exchange students from Japan. ▪ Students write an article comparing and contrasting part-time work in Japan and the students' home country.
Second Semester Families and Communities Genki II Lesson 19 - Co-workers/ Supervisors and Visiting a Japanese Home Dekiru Lesson 5 - Cities, Towns, and Villages	CR13	1. Visiting a Japanese home 2. Japanese community services 3. Tokyo and other famous cities in Japan 4. Urban vs. rural Life in Japan	<ul style="list-style-type: none"> ▪ Students read authentic school brochures from our partner school.
	CR12		<ul style="list-style-type: none"> ▪ Students research the structure of Japanese homes and expected manners when visiting. ▪ Students create a guidebook for students who will be doing a homestay in Japan. ▪ Students deliver a presentation comparing and contrasting urban vs. rural life in Japan.

Complete the **Personal Progress Check** for Unit 1: Families in Different Societies in AP Classroom

Topic/Theme	Content	Activities
Science and Technology Genki II Lesson 20 - Issue with An Electronic Product Dekiru Lesson 15 - Weather and Climate	<ol style="list-style-type: none"> 1. Weather in Japan 2. Natural disasters in Japan 3. Understanding weather forecasts 4. The climate's effect on daily life in Japan 5. Japanese trains and cars 	<ul style="list-style-type: none"> ▪ Students create a mock TV weather report. ▪ Students research and create a presentation on Japan's various regions and weather in those regions. ▪ Students create a brochure with advice on what to do in various natural disasters. ▪ Students email exchange students to ask about their favorite seasons and describe one's own preferences. ▪ Students compare and contrast seasonal food/decorative items in Japan and the students' own country. ▪ Students listen to and translate a current weather report from the NHK podcast, deducing the meaning of unfamiliar words based on the context. https://www.nhk.or.jp/podcasts/program/r-news.html CR9 ▪ Students watch documentaries about Japanese Shinkansen (新幹線) and Japanese car industry, and then present what they learn from the documentaries.

Complete the **Personal Progress Check** for Unit 4: How Science and Technology Affect Our Lives in AP Classroom

CR9

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.

Topic/Theme	Content	Activities
Contemporary Life Genki II Lesson 22 - Education in Japan Dekiru Lesson 7 - School and Education	<ol style="list-style-type: none"> 1. Japan's educational system 2. Public and private schools in Japan 3. School life in Japan 4. College in Japan 	<ul style="list-style-type: none"> ▪ Students research the educational system in Japan and read current articles on educational issues using information from newspapers such as the <i>Asahi Shimbun</i> or <i>Yomiuri Shimbun</i>. Students then write a brief essay providing support for what they think is the most important issue related to the educational system in Japan. CR11 ▪ Students write an article comparing and contrasting public and private schools in Japan and their own country ▪ Students interview a member of the Japanese community about their school experience and write a report CR14 ▪ Students create a brochure/map about their own school for use by our visiting Japanese students.

CR14

The syllabus demonstrates that students use the target language in the classroom or beyond to prepare for real life situations.

Topic/Theme	CR2	Content	Activities
Contemporary Life Genki II Lesson 23 - Sending Off Friends Dekiru Lesson 16 - Food		1. Japanese food and drink 2. Japanese table manners and chopstick etiquette 3. School lunch in Japan 4. Restaurants in Japan	<ul style="list-style-type: none"> ▪ Students cook a traditional Japanese dish of their choice and share it with the class, explaining the ingredients and process for making the dish. ▪ Students create a mock restaurant environment and role-play as wait staff and customers. ▪ Students conduct a mock phone call making a reservation at a restaurant. ▪ Students compare and contrast Japanese food and the food of the students' country in a small group discussion. ▪ Students create a survey and interview exchange students about food in Japan vs. food in America.

Complete the **Personal Progress Check** for Unit 5: Factors that Impact the Quality of Life in AP Classroom.

Topic/Theme	CR2	Content	Activities
Global Challenges Genki II Lesson 21 - Safety and Calling the Police Gekiru Lesson 6 - Nature and Environment		1. Environmental issues/ education 2. Population and demographics 3. Pollution 4. Safety issues	<ul style="list-style-type: none"> ▪ Students view a video of an interview titled "Approaches to Environmental Education" from <i>Living Japanese</i> and read the transcript. In small groups, students then discuss the purpose and points of view expressed in the source. <p>CR8</p> <ul style="list-style-type: none"> ▪ Students read articles from various newspapers on current population trends and Japan's approach to solve the issue of a declining population. ▪ Students text chat about various solutions to population decline presented the articles. ▪ Students discuss issues of pollution in Japan and around the world and then come up with possible solutions to the issues. ▪ Students perform a skit "Calling the Police." ▪ Students do research about the Japanese police system including Police Box and then compare it to the U.S. system.

Complete the **Personal Progress Check** for Unit 6: Environmental, Political, and Societal Challenges in AP Classroom

CR8

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.

Topic/Theme	CR2	Content	Activities
Personal and Public Identities		1. Gender roles 2. Japanese history 3. Famous contemporary and historic figures 4. Japan's contributions to the world	Students view a video of an interview titled "Young Women on Marriage" from <i>Living Japanese</i> and read the transcript. As a class, students discuss the perspectives of marriage expressed in the source and how those perspectives reflect changing attitudes and/or beliefs.
Genki II: Reading and Writing Section - Lesson 17 - "Yoko Ono"			CR3
Dekiru Lesson 20 - Japan and World			CR8
Living Japanese- Young Woman on Marriage			

Complete the **Personal Progress Check** for Unit 2: The Influence of Language and Culture on Identity in AP Classroom.

Topic/Theme	Content	Activities
Beauty and Aesthetics	1. Traditional Japanese arts	▪ Students will read articles on various traditional art forms in Japan.
Genki II Reading and Writing Section - Lesson 16 - Japanese Manga	2. Traditional Japanese architecture	▪ Students take a field trip to the Chicago Art Institute to view famous woodblock prints and create a presentation based on their experience.
Dekiru Lesson 8 - Clothing and Fashion	3. Japanese literature and folk tales	▪ Students listen to a review of an ukiyo-e exhibition at the Museum of Fine Arts in Boston and compare the description to what they experienced at the Chicago Art Institute.
Tobira Lesson 12 - Japanese Traditional Arts	4. Japanese manga and film	http://www.bunkamura.co.jp/museum/exhibition/16_kuniyoshi.html CR7
	5. Japanese traditional clothing and modern fashion	▪ Students view a video on the pros and cons of wooden house construction and discuss in groups. They will need to work with unfamiliar terms to understand the video. http://www.housingbazar.jp/vendors/themes.php?t=2 CR9
		▪ Students read Akutagawa's short stories <i>In a Grove</i> and <i>Rashomon</i> and view Kurosawa's film <i>Rashomon</i> . They compare and contrast the short stories and the film in a short essay, discussing how Kurosawa adapted the stories to create his film. ▪ Students read various folktales and give a presentation about a folktale of their choice. ▪ Students follow the teacher's instructions to create a paper yukata/kimono and then write down the steps they need to create a yukata/kimono in Japanese.

CR7

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.

Complete the **Personal Progress Check** for Unit 3: The Influence of Beauty and Art in AP Classroom

Main Texts:

Banno et.al. "Genki II: An Integrated Course in Elementary Japanese." *The Japan Times* 2014.

Banno et al. "Genki II Student Workbook." *The Japan Times* 2014.

Peterson et. al. *Dekiru: An AP Japanese Preparation Course*. 2018

Additional Texts:

Colligan-Taylor, Karen. *Living Japanese*. New Haven: Yale University Press, 2007.

Itasaka, Gen. *Nihon o Shiru*. 3A Corporation 1996.

Chao, Chie *Sura-Sura: A Text for Intermediate Japanese* Yale University Press, 1996.

Okada, Mayumi *Tobira: Gateway to Advanced Japanese Learning Through Content and Multimedia* Kurosio Publishers, 2009.

Websites: CR5

Erin's Challenge: <https://www.erin.ne.jp/en/>

Japan National Tourism: <http://www.jnto.go.jp/eng/arrange/accomodations/>

JTB <http://ebook.jtb.co.jp/book/?1461076#1>

Marugoto plus: <http://www.marugotoweb.jp/>

Minna no kyozai: <https://minnanokyozai.jp/kyozai/home/en/render.do>

NHK News Web Easy: <http://www3.nhk.or.jp/news/easy/>

NHK Radio News: <http://www.nhk.or.jp/radiónews/>

NIHONGO e な: <http://nihongo-e-na.com/eng/>

Genki Self-Study Room: http://genki.japantimes.co.jp/self_en

Films/Documentaries CR5

NHK Documentaries

Akira Kurosawa Films

Newspapers/Magazines CR5

Asahi Shimbun

Yomiuri Shimbun

Nipponica

Hiragana Times

Literary Resources CR5

Short stories of Akutagawa Ryunosuke

Haiku by Basho Matsuo

Japanese folk tales

Art Resources

Tokyo National Museum: <https://www.tnm.jp/?lang=ja>

Byodoin Website: <https://www.byodoin.or.jp/>

Himeji Castle: <https://www.himejicastle.jp/>

Reference:

AP Japanese Language and Culture Course and Exam Description