

**U46**  
ACADEMIC  
SUCCESS  
FOR ALL



# Proposal

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**Honors Japanese Level 3  
and  
Advanced Placement® (AP) Japanese  
Language and Culture  
Board of Education Presentation**

**Presenters:**

Jacob VandeMoortel, Coordinator of K-12 Social Studies and World Languages

Dr. Nathaniel Bond, World Languages Teacher

# Rationale

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- **Moving the terminal course of the Japanese Pathway to an AP Japanese Language and Culture course elevates the rigor and creates more opportunities for students to earn college credit through Illinois' AP crediting program or through the State Seal of Biliteracy.**
- **Honors Japanese Level 3 curriculum will prepare students for the AP Japanese Language and Culture Exam in year 4.**

# Alignment to Strategic Plan

U46 STRATEGIC PLAN AUG 2022 Revised



## Student Success

It is our responsibility to ensure all students are engaged in rigorous learning, receive quality core instruction, and can develop the skills they need for better life chances and opportunities. By helping students develop self and peer agency, they will develop a growth mindset as they learn to expand their perspectives.

## Effective & Engaged Staff

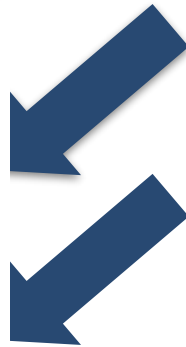
We will value, develop, recruit, and retain a forward-thinking, highly qualified, and diverse workforce. We will establish a robust process for measuring employee engagement to identify and proactively address employee engagement issues.

## Culture, Climate & Community

We will engage in meaningful and effective relationships with our students, families and the greater community and will ensure that our schools are welcoming and inviting places for all of our U-46 students and families. We will become a choice district that inspires families to join us.

## Excellence, Efficiency & Accountability

We will advocate for and utilize systems and resources that promote fiscal equity, operational excellence, efficiency and accountability. It is our moral imperative to change until all our systems measurably work for all students.



# Committee Members

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- Dr. Miriam Abe, Japanese Teacher - Streamwood High School and Elgin High School
- Dr. Nathaniel Bond, Current Japanese Teacher at South Elgin High School and Bartlett High School
- Ryoko Hayashi, Current Academy Japanese Teacher at Streamwood High School
- Miho Nakagawa, Current Japanese Teacher at Larkin High School and Elgin High School
- Jacob VandeMoortel, Coordinator of K-12 Social Studies and World Languages

# Process

# Program Plan

- 4-year rollup of new languages
- Phase out of Academy courses
- 6-year curriculum cycle and review

We are here.



- 2022-2023
  - Japanese/Chinese Level 1 for All
  - Streamwood HS Academy Japanese/Chinese levels 2-4
- 2023-2024
  - Japanese/Chinese Levels 1 and 2 for All
  - Streamwood HS Academy Japanese/Chinese Levels 3-4
- 2024-2025
  - Japanese/Chinese Levels 1-3 for All
  - Streamwood HS Academy Japanese/Chinese Level 4
- 2025-2026
  - Japanese/Chinese Levels 1-4 for All

# Process

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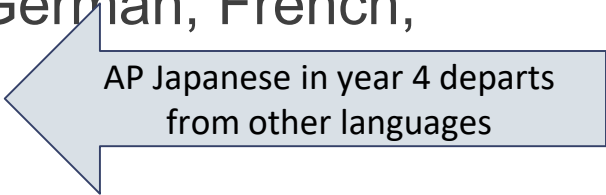
- Mapping the Curriculum and Writing Assessments/Rubrics
- Choosing Appropriate Resources
- Instructional Cabinet Feedback
- Instructional Council Steering Committee and Instructional Council Feedback
- Professional Development Committee Feedback
- Board of Education Presentation

# Process

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- ACTFL\* foreign language learners proficiency standards and world readiness standards
- College Board's Advanced Placement Language and Culture Themes
- International Baccalaureate Topics
- Illinois State Board of Education World Language Learning Standards
- UbD Process
- U-46's World Language Curriculum for German, French, and Spanish

\*American Council on the Teaching of Foreign Languages



AP Japanese in year 4 departs  
from other languages

# Recommendation

## Honors Japanese Level 3

Each thematic unit is anchored by:

- A College Board AP Theme
- Essential Questions
- Enduring Understandings
- ACTFL-level specific proficiency guidelines by language domain/mode

AP Themes, Essential Questions, Enduring Understanding, and Unit Goals  
Students will be able to ....

	Unit 1: Who am I? Global Citizenship Novice Low	Unit 2: My friends, family, and Childhood Novice Low	Unit 3: What's for dinner? Nov. Mid	Unit 4: How I Spend My Time Nov. Mid
AP Themes	<ul style="list-style-type: none"> <li>✓ Personal and Public Identities</li> <li>✓ Families and Communities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal and Public Identities</li> <li>✓ Families and Communities</li> <li>✓ Contemporary Life</li> </ul>	<ul style="list-style-type: none"> <li>✓ Families and Communities</li> <li>✓ Contemporary Life</li> <li>✓ Global Challenges</li> <li>✓ Beauty and Aesthetics</li> <li>✓ Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ Families and Communities</li> <li>✓ Contemporary Life</li> <li>✓ Global Challenges</li> <li>✓ Science and Technology</li> <li>✓ Personal and Public Identities</li> </ul>
Essential Question	Who am I?	Who are the people in my life?	How does culture influence food choices and options?	How do learning and play look different based on where I live?
Enduring Understanding	Students will understand that describing oneself is an important component to communication.	Students will understand that concepts of family and friendship vary across cultures and our pasts influence our identity.	Students will understand that food choices and options are shaped and influenced by the culture in which they live.	Students will understand that daily routines vary across cultures and geographies.
Interpretive Listening	View videos to learn about how people greet each other.	View simple videos to determine how the concept of family, friendship and childhood varies across cultures.	Research meal practices, attitudes and beliefs in target cultures by watching simple videos.	Watch simple videos in order to find out what education and leisure is like in target cultures.
Interpretive Reading	Explore simple texts in which people present themselves.	Interpret simple texts (infographics/picture books/etc.) and analyze how the concept of family, friendship, and childhood varies across cultures.	Investigate meal practices, attitudes and beliefs in target cultures by reading simple texts.	Explore simple texts about education and leisure in order to compare education in target cultures to their own.
Interpersonal Communication	Engage in a simple conversation by asking and answering questions about their name, age, feeling, nationality, likes/dislikes.	Ask and answer questions about their families, friends, and childhood.	Engage in a simple conversation in order to compare their food preferences to those in a target culture.	Give their opinion of their school, classes, teachers and after-school activities, and ask a partner for his/her opinions.
Presentational Speaking and Writing	Introduce themselves appropriately giving their name, age, feeling, nationality and	Compare and contrast their families and friendships to those in a target country.	Describe how their meal practices, attitudes and beliefs compare to those in a target	Describe how their education and leisure compares to schools in a target culture.

THE EXAM



## AP Japanese Language and Culture

Sign In to AP Classroom

**Advanced Placement®  
Japanese Language and Culture**  
Uses the College Board's Course  
and Exam Description for AP  
Japanese Language and Culture

# Learning Outcomes

## ACTFL Modal Standard Proficiency Benchmarks

### STANDARDS

#### **Interpretive (NL)**

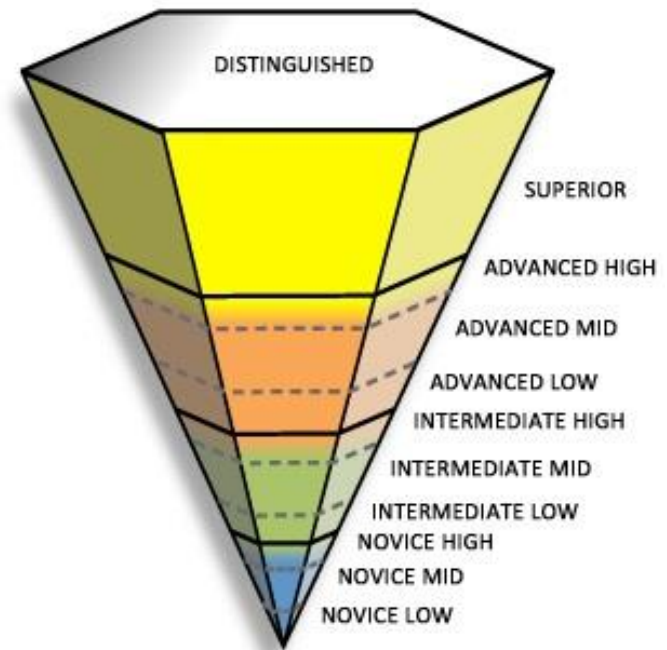
I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced words, phrases, and simple sentences in texts that are spoken, written, or signed.

#### **Interpersonal (NL)**

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced words, phrases, simple sentences, and questions.

#### **Presentational (NL)**

I can present information on both very familiar and everyday topics using a variety of practiced words,



# Recommended Resources

Approved SY23-24 (continue to use)

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**Education  
Perfect**



**Education  
Perfect**

**Adventures in  
Japanese**



**Cultural Experiences**

# Recommended Supplementary Resources:

## Cultural Components:

- Class set of Buddha Boards
- Origami Paper
- Traditional Japanese games
- Funds to custom build reader libraries
- A Cultural Experience fund to equitably augment unique cultural experiences\*



\*Opportunities could include, but are not limited to: sushi classes, classroom mats and screens, trips to Art Institute of Chicago, Japanese Cultural Center, or Chicago Botanic Garden.

# AP Japanese Resources:

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**The Japanese Curriculum Writing team will select AP Japanese Language and Culture text resources for evaluation in the 2024-2025 school year.**

**The team will bring a recommendation for adoption to the Board of Education in the 2024-2025 school year for use in the 2025-2026 school year.**

# Professional Development:

PROFESSIONAL LEARNING

## AP Summer Institutes

Immerse yourself in the most thorough professional learning available for AP educators through these summer workshops.



Total Teachers Affected: 4

Teachers requiring AP Japanese Training: 2

Advanced Placement Summer Institute - Location: Varies (online available)

Cost: Between \$685.00 and \$850.00 per teacher\* depending on time and location

\*Comes from the Office of Post Secondary Success

# Proposal Cost: Resources and Professional Development

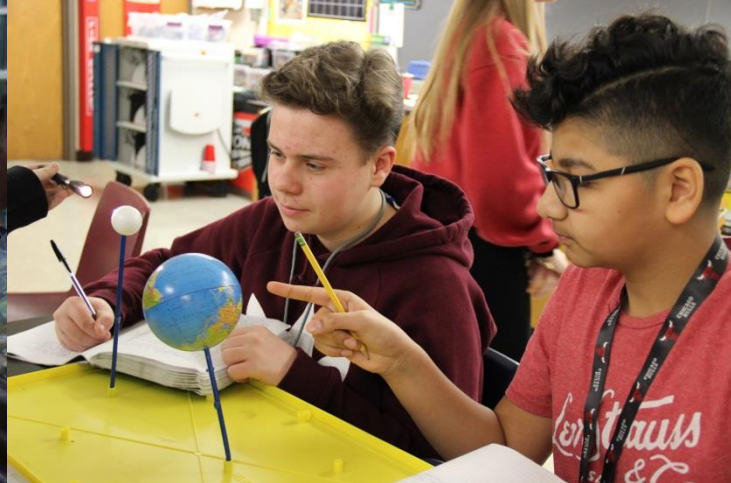
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<b>ESTIMATED COST ANALYSIS Japanese/Mandarin PD</b>		<b>Total</b>
<b>Curricular Resources</b>	Adventures in Japanese and Education Perfect (hard copy and 6 year licensing) <i>Uses existing products and licenses</i>	<b>\$0.00</b>
<b>Cultural Components</b>	Adapted readers, games, and experiential budgets <i>Approved last year - No New Cost</i>	<b>\$0.00</b>
<b>PROFESSIONAL DEVELOPMENT</b>	APSI through Post Secondary Success Budget	<b>\$0.00</b>
<b>ESTIMATED TOTAL COST</b> (subject to change)		<b>\$0.00</b>
<b>ESTIMATED COST PER STUDENT PER YEAR</b>		<b>\$0.00</b>

# Plans for Evaluation and Change

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- Success will be measured by:
  - Retention rate
  - Student proficiency level benchmarks
  - External certification metrics
    - AP exam scores
    - State Seal of Biliteracy



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