

Japanese

Language and Culture Nine-year Program

Classroom Assessment Materials

Grade 6

2010

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Education Web site at
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The primary audience for this resource is:

Teachers	✓
Administrators	
Students	
Parents	

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Classroom Assessment Materials

Grade 6

Japanese Language and Culture

Purpose

This document is designed to provide assessment materials for specific Grade 6 outcomes in the Japanese Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 6 learning outcomes from the Japanese Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific outcomes for Grade 6.

About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 6 outcomes from the *Applications* and *Global Citizenship* components in the Japanese Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

Assessment for learning, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

Assessment of learning, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

“The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts.”¹ When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart² clarifies the differences between assessment of learning and assessment for learning.

Assessment for Learning (formative assessment)	Assessment of Learning (summative assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

タイムカプセル / Time Capsule

Student's Performance Task Description

Our province celebrated its 100th birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Japanese class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> A-1.1 share factual information a. describe people, places, things and series or sequences of events or actions
<i>A-2 To express feelings and personal perspectives</i>	<input type="checkbox"/> A-2.1 share ideas, thoughts, feelings, opinions, preferences b. record and share thoughts and ideas with others
<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.2 state personal actions c. state personal actions in the past, present and future
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.3 personal enjoyment a. use the language for personal enjoyment
Supporting Outcomes	
<i>LC-3 Produce texts</i>	<input type="checkbox"/> LC-3.2 writing a. produce simple written sentences in guided situations <input type="checkbox"/> LC-3.3 representing a. use visuals and other elements of a variety of media to express meaning in guided situations

Materials

- Magazines, clip art, pencil crayons, paints, fabric and other craft materials

Alternative Assessment Task

Create a celebrity collage. Choose a famous person and write some information about them. Find and/or draw pictures to enhance your writing. Display your collage in the classroom.

タイムカプセル / Time Capsule

Performance Task Description

Our province celebrated its 100th birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Japanese class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

Instructions

1. Working with your classmates and your teacher, create sentence starters to help you write about yourself. Include ideas to help describe yourself and your thoughts about different topics.

Sample phrases

- わたしの なまえは _____ です。
- わたしは _____ さいです。
- _____ に すんでいます。
- _____ が すきです。
- わたしの かぞくは _____ です。
- しょうらい わたしは _____ に なりたいです。
- すきな _____ は _____ です。

2. Using the sentence starters, write several sentences about yourself.
3. When you have finished your writing, enhance it with drawings, pictures or arts and crafts materials that you think will help communicate who you are.
4. Share your work with your classmates before submitting it to your teacher for the time capsule.

Evaluation Tools	<ul style="list-style-type: none"> - Peer Assessment - Self-assessment - Rubric
-------------------------	--

タイムカプセル / Time Capsule: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

ひにち: _____

こうもく: you described yourself and shared your ideas

_____さんへ、
なにがよくできましたか

_____より

ひにち: _____

こうもく: you described yourself and shared your ideas

_____さんへ、
なにがよくできましたか

_____より



ひにち: _____

こうもく: you described yourself and shared your ideas

_____さんへ、
なにがよくできましたか

_____より

ひにち: _____

こうもく: you described yourself and shared your ideas

_____さんへ、
なにがよくできましたか

_____より



タイムカプセル / Time Capsule: Self-assessment

なまえ: _____

ひにち: _____

A-1.1a, A-2.1b, A-3.2c

タイムカプセルの さくぶんの かんそう

- _____
- _____
- _____
- _____
- _____

LC-3.2a, LC-3.3a

タイムカプセルの さくぶんに しゃしんなどを つかいました。 _____ (おも
しろかった / たのしかった / むずかしかった) です。りゆうは・・・

- _____
- _____
- _____
- _____
- _____
- _____

A-6.3a

タイムカプセルを つくりました。いちばん たのしかったことは・・・

- _____
- _____
- _____

タイムカプセル / Time Capsule: Rubric

なまえ: _____

ひにち: _____

レベル がくせい	たいへんいい	とてもいい	まあまあ	まだ	ふじゅうぶん / なし
A-1.1a, A-3.2c • describes himself or herself	describes himself or herself with precise and pertinent details	describes himself or herself with specific and appropriate details	describes himself or herself with simplistic and related details	describes himself or herself with vague and/or irrelevant details	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
A-2.1b • shares thoughts and ideas	shares detailed thoughts and ideas	shares specific thoughts and ideas	shares general thoughts and ideas	shares superficial thoughts and ideas	
LC-3.3a, LC-3.2a • uses visual elements to express meaning	uses compelling visual elements to express meaning	uses imaginative visual elements to express meaning	uses simplistic visual elements to express meaning	uses visual elements that do little to express meaning	

ちゅうがっこう ほうもん / Junior High School Visit

Student's Performance Task Description

A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

Principal Outcomes	
<i>A-2 To express feelings and personal perspectives</i>	<input type="checkbox"/> A-2.1 share ideas, thoughts, feelings, opinions, preferences a. inquire about and express likes and dislikes b. record and share thoughts and ideas with others
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> A-4.1 manage personal relationships a. initiate relationships
Supporting Outcomes	
<i>LC-4 Interact</i>	<input type="checkbox"/> LC-4.1 interactive fluency a. engage in simple interactions, using simple sentences
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.3 productive a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences
Materials <ul style="list-style-type: none"> Sample registration form, Web site or pamphlet from the junior high school that mentions extracurricular activities and clubs 	

Alternative Assessment Task

Your teacher will be away one day next week and has asked your Japanese class to suggest activities or games you could play that day. Suggest to a partner one game or activity you enjoy and why you enjoy it. Ask your partner if he or she would be interested in trying your suggested game or activity. Listen to your partner's suggestion and offer your opinion. Write down your ideas for a class game or activity for your teacher.

ちゅうがっこう ほうもん / Junior High School Visit

Performance Task Description

A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

Instructions

1. With your classmates, brainstorm a list of extracurricular activities you think will be offered in the junior high school that you will be attending.
2. Ask your partner about the activities he or she likes or dislikes. Tell your partner about the activities you like and dislike and explain why. Be sure to take notes during your discussion.

Sample phrases

- わたしは スポーツが すきです。 _____ が したいです。
 - スポーツが すきですか。
 - はい/いいえ。 わたしは うたが すきです。コーラスクラブに はいります。うたが すきですか。
 - チェスが すきですか。はい/いいえ。 わたしは チェスが したい/したくないです。わたしは チェスクラブに はいりたい/はいりたくないです。
 - わたしは おんがくが すきです/ _____ を ひきますから、バンドに はいりたいです。おんがくを えんそうしたいですか。
3. Use your discussion notes to help you make decisions about the clubs and activities in which you want to participate.

Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Observation Checklist

**ちゅうがっこう ほうもん / Junior High School Visit:
Self-assessment Rating Scale**

なまえ: _____

ひにち: _____

できますか		はい	もうすこし	まだ	コメント
A-2.1a, A-4.1a, LC-4.1a	<ul style="list-style-type: none"> ask someone else about which activities they like and dislike 				
A-2.1b	<ul style="list-style-type: none"> make notes about the ideas I have shared with others 				
S-2.3a	<ul style="list-style-type: none"> use the sample sentences to create my own sentences 				

**ちゅうがっこう ほうもん / Junior High School Visit:
Peer-assessment Rating Scale**

なまえ: _____

ひにち: _____

_____ さんへの フィードバック

あいては、できますか		はい	もうすこし	まだ	コメント
A-2.1a, A-4.1a, LC-4.1a	<ul style="list-style-type: none"> ask me about which activities I liked and disliked 				
A-2.1b	<ul style="list-style-type: none"> share some ideas with me 				
<p>なにが よくできましたか</p>					
<p>つぎの ための アドバイス</p>					
<p>フィードバックへの、はんのうは・・・</p>					

ちゅうがっこう ほうもん / Junior High School Visit:
Observation Checklist

ひにち: _____

Criteria: A-2.1a, A-2.1b The student engages in simple interactions about likes and dislikes			
がくせい	はい	まだ	コメント
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

しを かきましよう / Poetry Day

Student's Performance Task Description

Several language arts classes in your school will be holding a Poetry Day. Students will prepare and present their own poetry. Your Japanese class will participate by writing simple poems in Japanese and presenting them at the event. Write your own poem to share with your classmates.

Principal Outcomes	
<i>A-2 To express feelings and personal perspectives</i>	<input type="checkbox"/> A-2.1 share ideas, thoughts, feelings, opinions, preferences b. record and share thoughts and ideas with others
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.2 creative/aesthetic purposes a. use the language creatively and for aesthetic purposes
Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> LC-1.1 sound system b. recognize some of the effects that intonation has in different situations
<i>LC-3 Produce texts</i>	<input type="checkbox"/> LC-3.1 speaking a. produce simple spoken sentences in guided situations
<i>S-1 Language learning</i>	<input type="checkbox"/> S-1.2 metacognitive a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., rehearse the language
Materials <ul style="list-style-type: none"> • Templates for different types of poems; e.g., name poems, acrostic poems • Samples of simple poems of personal relevance, in Japanese or English 	

Alternative Assessment Task

Students choose a poem or simple story they especially enjoy and participate in a choral reading of the poem or story with others. They rehearse and present their work to their classmates.

しを かきましよう / Poetry Day

Performance Task Description

Several language arts classes in your school will be holding a Poetry Day. Students will prepare and present their own poetry. Your Japanese class will participate by writing simple poems in Japanese and presenting them at the event. Write your own poem to share with your classmates.

Instructions

1. With your classmates, read different poems in which the poets share their thoughts and ideas in simple ways.
2. Use your own thoughts and ideas to create a simple poem. You might find it helpful to use some of the formats you saw in the sample poems.
3. Practise reading your poem aloud to others and think about how you can use your voice to best read your poem.
4. Share your poem aloud with your classmates.

Evaluation Tools

- Self-assessment
- Rating Scale
- Peer Assessment
- Rubric

しを かきましよう / Poetry Day: Rating Scale

なまえ: _____

ひにち: _____

	たいへんいい	とてもいい	いい	まだ
どのぐらい できますか				
A-2.1b, LC-3.1a • share some thoughts and ideas	●	●	●	●
A-6.2a • use the language creatively	●	●	●	●
LC-1.1b • use intonation and stress to read a poem	●	●	●	●

コメント

しを かきましよう / Poetry Day: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

ひにち: _____

こうもく: present a Japanese-language poem you have created

_____さんへ、
しの はっぴょうの かんそうは ・・・

_____より

ひにち: _____

こうもく: present a Japanese-language poem you have created

_____さんへ、
しの はっぴょうの かんそうは ・・・

_____より



ひにち: _____

こうもく: present a Japanese-language poem you have created

_____さんへ、
しの はっぴょうの かんそうは ・・・

_____より

ひにち: _____

こうもく: present a Japanese-language poem you have created

_____さんへ、
しの はっぴょうの かんそうは ・・・

_____より



しを かきましよう / Poetry Day: Rubric

なまえ: _____

ひにち: _____

レベル	たいへんいい	とてもいい	まあまあ	まだ	ふじゅうぶん / なし
がくせい A-2.1b, A-6.2a <ul style="list-style-type: none"> shares ideas and preferences through a poem 	shares insightful and detailed ideas and preferences <input type="checkbox"/>	shares thoughtful and deep ideas and preferences <input type="checkbox"/>	shares simplistic and predictable ideas and preferences <input type="checkbox"/>	shares incomplete and/or superficial ideas and preferences <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task <input type="checkbox"/>
LC-1.1b, LC-3.1a <ul style="list-style-type: none"> uses intonation and stress 	uses intonation and stress skillfully <input type="checkbox"/>	uses intonation and stress competently <input type="checkbox"/>	uses intonation and stress appropriately and communication is occasionally interrupted <input type="checkbox"/>	uses intonation and stress ineffectively and communication is frequently interrupted <input type="checkbox"/>	

してもいいこと と しなければならないこと /
Privileges and Responsibilities

Student's Performance Task Description

You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

Principal Outcomes	
<i>A-2 To express feelings and personal perspectives</i>	<input type="checkbox"/> A-2.1 share ideas, thoughts, feelings, opinions, preferences b. record and share thoughts and ideas with others
<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.2 state personal actions b. inquire about and express the ability and inability to do something

Supporting Outcomes	
<i>LC-6 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> LC-6.2 text forms a. recognize some simple oral and written text forms
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.3 productive a. identify and use a variety of productive strategies; e.g., use words visible in the immediate environment

Materials

- Survey templates
- A chart on which to record information from brainstorming
- A list of vocabulary for responsibilities and privileges

Alternative Assessment Task

Your principal has asked your Japanese class to prepare a short article for the school newsletter that highlights your understanding of Japanese language and culture. Survey your classmates about what they know and are able to do in Japanese and what they are still unable to do but are working toward achieving.

してもいいこと と しなければならないこと /
Privileges and Responsibilities

Performance Task Description

You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

Instructions

1. With your classmates, brainstorm, in Japanese, a list of privileges and responsibilities you have at home and a list of other privileges you would like to have.
2. Create a list of survey questions you will use to find out what your classmates' privileges and responsibilities are at home. Use the brainstormed list of privileges and responsibilities you created in Step 1 to help you.

Sample Phrases

- わたしは ... が できます。
- わたしは ... をしなければなりません。
- わたしは ... を してもいいです。

Sample Questions

- なにを してもいいですか。
- なにを しなければなりませんか。
- なにを したいですか。

3. Write your survey, in Japanese.
4. Conduct your survey with your classmates.
5. Summarize the results of your survey in a few sentences.

Evaluation Tools

- Self-assessment Rating Scale and Goal Setting
- Observation Checklist
- Peer Assessment

**してもいいこと と しなければならないこと / Privileges and Responsibilities:
Self-assessment Rating Scale and Goal Setting**

なまえ: _____

ひにち: _____

できますか		はい	もうすこし	まだ	もっと がんばりたいです
A-2.1b	<ul style="list-style-type: none"> write down my ideas to share with others 				
A-3.2b	<ul style="list-style-type: none"> ask others what their privileges and responsibilities are 				
LC-6.2a	<ul style="list-style-type: none"> create a survey sheet 				
S-2.3a	<ul style="list-style-type: none"> use the brainstorming list to create my survey 				
つぎは・・・					

してもいいこと と しなければならないこと /
Privileges and Responsibilities: Observation Checklist

ひにち: _____

Criteria: A-3.2b The student inquires about and expresses an ability and inability to do something			
がくせい	はい	まだ	コメント
1.			
2.			
3.			
4.			
5.			
6.			
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8.			
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してもいいこと と しなければならないこと /
Privileges and Responsibilities: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

ひにち: _____

こうもく: ask for and share opinions in a
 Japanese-language survey

_____さんへ、
 なにがよくできましたか

_____より

ひにち: _____

こうもく: ask for and share opinions in a
 Japanese-language survey

_____さんへ、
 なにがよくできましたか

_____より



ひにち: _____

こうもく: ask for and share opinions in a
 Japanese-language survey

_____さんへ、
 なにがよくできましたか

_____より

ひにち: _____

こうもく: ask for and share opinions in a
 Japanese-language survey

_____さんへ、
 なにがよくできましたか

_____より



どんな きもち? / Asking about Feelings

Student's Performance Task Description

A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

Principal Outcomes

A-2 *To express feelings and personal perspectives*

- A-2.1** share ideas, thoughts, feelings, opinions, preferences
 - a. inquire about and express likes and dislikes

Supporting Outcomes

LC-4 *Interact*

- LC-4.1** interactive fluency
 - a. engage in simple interactions, using simple sentences

S-2 *Language use*

- S-2.3** productive
 - a. identify and use a variety of productive strategies; e.g., use various techniques (brainstorming or idea logs) to explore ideas at the planning stage

Materials

- A brainstormed list of questions about feelings and emotions
- A list of sentence starters

Alternative Assessment Task

Your teacher has an opportunity to twin your Japanese class with another Grade 6 class from a country where Japanese is spoken. The application form includes a survey that you will use to share your thoughts, opinions and feelings about certain situations. Complete the survey, in Japanese, with your classmates.

どんな きもち? / Asking about Feelings

Performance Task Description

A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

Instructions

1. With your teacher's help, think of different situations in which you experience emotions and feelings.

Examples

- しゅくだいを わすれたとき、...
 - わたしの いぬ/ねこが びょうきの とき、...
 - ともだちが ニコニコしたとき、...
 - びょうきの とき、...
 - おかあさん/おとうさんが おこったとき、...
 - サッカーの しあいで まけたとき、...
2. Use these ideas to create a simple questionnaire you can use to find out how your classmates feel in these different situations.
 3. Ask your classmates the questions. Record their answers and offer your own answers for them to record.
 4. Share the results with your teacher.

Evaluation Tools

- Observation Checklist
- Self-assessment
- Peer-assessment Rating Scale

どんな きもち? / Asking about Feelings:
Observation Checklist

ひにち: _____

Criteria: A-2.1a, LC-4.1a The student shares personal experiences in simple interactions			
がくせい	はい	まだ	コメント
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
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**どんな きもち？ / Asking about Feelings:
Self-assessment**

なまえ: _____

ひにち: _____

こうもく	よくできました	もっと がんばらなければなりません	つぎは・・・
A-2.1a, LC-4.1a • when I asked my classmates about their feelings?			
A-2.1a, LC-4.1a • when I shared my feelings and emotions with others?			
S-2.3a • when I brainstormed words and phrases with my classmates?			

どんな きもち？ / Asking about Feelings: Peer-assessment Rating Scale

なまえ: _____

ひにち: _____

_____ さんへの フィードバック

あいては、できますか		はい	もうすこし	まだ	コメント
A-2.1a	<ul style="list-style-type: none"> inquire about and express likes and dislikes about personal experiences 				
LC-4.1a	<ul style="list-style-type: none"> engage in simple interactions with classmates 				
なにが たのしかった ですか					
つぎの ための アドバイス					
フィードバックへの、ほんのうは・・・					

まいにちの うんどう / Daily Physical Activity

Student's Performance Task Description

Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Japanese class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.1 guide actions of others <ol style="list-style-type: none"> a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions c. ask, grant or withhold permission in classroom settings <input type="checkbox"/> A-3.3 manage group actions <ol style="list-style-type: none"> a. encourage other group members to participate
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.1 humour/fun <ol style="list-style-type: none"> a. use the language for fun and to experience simple humour
Supporting Outcomes	
<i>LC-6 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> LC-6.1 cohesion/coherence <ol style="list-style-type: none"> b. link simple sentences coherently
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.3 productive <ol style="list-style-type: none"> a. identify and use a variety of productive strategies; e.g., use words visible in the immediate environment and/or use knowledge of sentence patterns to form new sentences
Materials <ul style="list-style-type: none"> • A brainstormed list of body parts, commands and words of encouragement or caution written on the board or on chart paper 	

Alternative Assessment Task

Take turns leading your classmates in games; e.g., Follow the Leader or Simon Says. Give commands, in Japanese, to your classmates and provide encouragement to them.

まいにちの うんどう / Daily Physical Activity

Performance Task Description

Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Japanese class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

Instructions

1. With your classmates, brainstorm simple physical actions you could tell others to do in the classroom; e.g., jump, run, bend.
2. Plan, in Japanese, your own simple exercise routine through which to lead your classmates.

Sample words and phrases

- ... を さわって。
- ... はしって。
- ... に すわって。
- ... を のばして。
- ... を たてて。
- ... かい ジャンプして。
- ... に ならんで。
- ... を あげて。

3. Use words to put the actions in order.

Sample words

- さいしょに ...
- つぎに ...
- 二ばんめに ...
- それから ...
- 三ばんめに ...
- さいごに ...

4. Include words and phrases of encouragement and caution in your exercise routine.

Sample words and phrases

- わあ!
- いいぞ!
- できるよ!
- きを つけて。
- ゆっくり。
- もういちど しましょう。
- もういちど。
- がんばれ。
- あぶない。
- やった!

5. You may wish to first practise your routine, in Japanese, with a partner.
6. Share your exercise routine with the class. Make sure to ask your classmates to join you at the beginning of your exercise routine.

Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Peer-assessment Rating Scale
- Rubric

**まいにちの うんどう / Daily Physical Activity:
Self-assessment Rating Scale**

なまえ: _____

ひにち: _____

できますか		はい	もうすこし	まだ
A-3.1a	<ul style="list-style-type: none"> encourage my classmates 			
A-3.1b, LC-6.1b	<ul style="list-style-type: none"> give my classmates commands to do physical actions 			
A-3.1c	<ul style="list-style-type: none"> give my classmates permission to begin and end the activity 			
S-2.3a	<ul style="list-style-type: none"> use the words and phrases my teacher gave us in my activity 			



**まいにちの うんどう / Daily Physical Activity:
Self-assessment Rating Scale**

なまえ: _____

ひにち: _____

できますか		はい	もうすこし	まだ
A-3.1a	<ul style="list-style-type: none"> encourage my classmates 			
A-3.1b, LC-6.1b	<ul style="list-style-type: none"> give my classmates commands to do physical actions 			
A-3.1c	<ul style="list-style-type: none"> give my classmates permission to begin and end the activity 			
S-2.3a	<ul style="list-style-type: none"> use the words and phrases my teacher gave us in my activity 			

まいにちの うんどう / Daily Physical Activity:
Rating Scale

なまえ: _____ ひにち: _____

どのぐらい できますか	はい	もうすこし	まだ
A-3.1b • give a series of commands to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.3a • use encouraging and/or discouraging phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-6.1a • link sentences coherently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.3a • encourage others to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges



まいにちの うんどう / Daily Physical Activity:
Rating Scale

なまえ: _____ ひにち: _____

どのぐらい できますか	はい	もうすこし	まだ
A-3.1b • give a series of commands to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.3a • use encouraging and/or discouraging phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-6.1a • link sentences coherently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.3a • encourage others to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges

**まいにちの うんどう / Daily Physical Activity:
Peer-assessment Rating Scale**

なまえ: _____

ひにち: _____

_____ さんへの フィードバック

あいては、できますか		はい	もうすこし	まだ	コメント
A-3.1b	<ul style="list-style-type: none"> lead us in a physical activity 				
A-3.1a	<ul style="list-style-type: none"> encourage us during the activity 				
<p>なにが たのしかった ですか</p>					
<p>つぎの ための アドバイス</p>					
<p>フィードバックへの、はんのうは・・・</p>					

まいにちの うんどう / Daily Physical Activity: Rubric

なまえ: _____

ひにち: _____

レベル がくせい	たいへんいい	とてもいい	まあまあ	まだ	ふじゅうぶん / なし
A-3.1b, A-3.1c • gives a simple series of instructions	gives a simple series of precise instructions with confidence <input type="checkbox"/>	gives a simple series of systematic instructions <input type="checkbox"/>	gives a simple series of adequate instructions with hesitation <input type="checkbox"/>	gives a simple series of inappropriate instructions without confidence <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task <input type="checkbox"/>
LC-6.1b, S-2.3a • links sentences together	links sentences together purposefully <input type="checkbox"/>	links sentences together logically <input type="checkbox"/>	links sentences together simplistically <input type="checkbox"/>	links sentences together ineffectively <input type="checkbox"/>	
A-3.1a, A-3.3a • encourages others to participate	is eager when encouraging others to participate <input type="checkbox"/>	is willing when encouraging others to participate <input type="checkbox"/>	is hesitant when encouraging others to participate <input type="checkbox"/>	is reluctant when encouraging others to participate <input type="checkbox"/>	

カレンダーを チェックして / Check Your Calendar

Student's Performance Task Description

To cut down on the amount of class time used to talk about weekend plans and leisure activities, your teacher has asked you and your classmates to plan your activities for the next month. Write down the activities in which you want to participate. Invite your classmates to participate in them with you.

Principal Outcomes

<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.2 state personal actions a. make an offer and an invitation, and respond to offers and invitations made by others
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> A-4.1 manage personal relationships b. use appropriate ways to make and break social engagements c. refuse politely

Supporting Outcomes

<i>LC-3 Produce texts</i>	<input type="checkbox"/> LC-3.2 writing a. produce simple written sentences in guided situations
<i>LC-4 Interact</i>	<input type="checkbox"/> LC-4.1 interactive fluency a. engage in simple interactions, using simple sentences
<i>LC-6 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> LC-6.3 patterns of social interaction a. initiate interactions and respond using a variety of simple social interaction patterns; e.g., statement-reaction
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.1 interactive a. identify and use a variety of interactive strategies; e.g., ask for clarification or repetition when they do not understand, interpret and use a variety of nonverbal clues to communicate

Materials

- A copy of a blank calendar for the month or agendas/day timer books normally used by students

Alternative Assessment Task

Complete an information-gap activity. You and a partner each write down activities on a chart. You and your partner ask each other to join the activities you have listed and accept or decline each other's invitations.

カレンダーを チェックして / Check your Calendar

Performance Task Description

To cut down on the amount of class time used to talk about weekend plans and leisure activities, your teacher has asked you and your classmates to plan your activities for the next month. Write down the activities in which you want to participate. Invite your classmates to participate in them with you.

Instructions

1. With your class, brainstorm different activities you and your classmates do after school, at recess or on weekends; e.g., attend piano lessons, go to soccer practice, rent a movie, go swimming, play computer games.
2. Using a calendar or agenda book, write down the activities you plan to do for the next month.
3. Ask different classmates to join you in your activities. Make sure to start and end the conversation appropriately.

Sample phrases

- こんにちは。
- (八日/二十一日)の (八じ/ごご/やすみじかん)に いっしょに (すいえい/サッカー/おにごっこ を しませんか。えいがを みませんか。)
- ありがとう! /またね。 /どうも。 /オッケー/さんねん。 /たぶん、このつぎ。

4. Use phrases to accept or decline your partner's invitations. Be sure to be polite.

Sample phrases

- はい。 /もちろん! /オッケー。 / ... に。 /おもしろそう。
- … は ちょっと。 /ごめん。 /たぶんこのつぎ。 /さんねん。

5. While you are conversing with your classmates, use strategies to help you communicate; e.g.,

- Ask questions if you do not understand; e.g., もういちど 言って。 えっ、なに?
- Point to the activities/dates on your monthly planner if your partner is having difficulty understanding.

6. Write down on your monthly planner who will be joining you for different activities.

Evaluation Tools

- Self-assessment
- Feedback
- Rating Scale

**カレンダーを チェックして / Check Your Calendar:
Self-assessment**

なまえ: _____

ひにち: _____

こうもく	よくできました	もっと がんばらなければなりません	つぎは・・・
A-3.2a, • when I invited A-4.1b classmates to participate in activities with me?			
A-3.2a, • when I was A-4.1b, invited to A-4.1c participate in an activity and responded politely?			
LC-4.1a • when I wrote my activities for the month?			

カレンダーを チェックして / Check Your Calendar:
Feedback

こうもく:

A-3.2a makes and responds to invitations

A-4.1b makes and breaks social engagements

A-4.1c refuses politely

LC-6.3a initiates interactions and responds using a variety of simple social interaction patterns

LC-4.1a engages in simple interactions

S-2.1a identifies and uses a variety of interactive strategies; e.g., asks for clarification

ひにち: _____

_____さんへ

なにが よくできましたか

ほかに ...

つぎは、できますね

_____より

**カレンダーを チェックして / Check Your Calendar:
Rating Scale**

ひにち: _____

がくせい	A-3.2a make and respond to invitations			LC-6.3a, engage in simple interactions LC-4.1a, using appropriate conventions S-2.1a and strategies		
	はい	もうすこし	まだ	はい	もうすこし	まだ
1.						
2.						
3.						
4.						
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おいわい を しましろう / Year-end Celebration

Student's Performance Task Description

Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Japanese class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning for the celebration can begin. With your committee, decide who will be responsible for different tasks.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.3 manage group actions <ol style="list-style-type: none"> a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members c. check for agreement and understanding
Supporting Outcomes	
<i>LC-4 Interact</i>	<input type="checkbox"/> LC-4.1 interactive fluency <ol style="list-style-type: none"> a. engage in simple interactions, using simple sentences
<i>LC-5 Apply knowledge of the sociolinguistic/ sociocultural context</i>	<input type="checkbox"/> LC-5.4 social conventions <ol style="list-style-type: none"> b. recognize simple social conventions in formal interactions
<i>S-3 General learning</i>	<input type="checkbox"/> S-3.3 social/affective <ol style="list-style-type: none"> a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

Materials

- A brainstormed class list of useful vocabulary, structures and sentence starters

Alternative Assessment Task

Your teacher has asked your Japanese class to help plan an upcoming field trip. To prepare for the field trip, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person. With your committee, decide who will be responsible for different tasks.

おいわい を しまししょう / Year-end Celebration

Performance Task Description

Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Japanese class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning for the celebration can begin. With your committee, decide who will be responsible for different tasks.

Instructions

1. As a class, brainstorm some specific ideas about what would be needed to have a classroom party; e.g., music, games, pizza, CD player.
2. Categorize your ideas; i.e., food, entertainment.
3. Sign up for one category/committee and meet with other students on your committee.
4. With your teacher's help, think of words and phrases to help you plan with your committee.

Examples

- | | |
|---|---|
| <ul style="list-style-type: none"> • ノートを とります。 • タイム・キーパーを します • ...です/ます。 • ...じゃ/くないです/ません。 • アイデアが ありますか。 • いいかんがえですね! • グッド・アイデア! | <ul style="list-style-type: none"> • アイデアを かきます。 • 「にほんごで 行って。」と いいます。 • なにを ... • わたしの ばんです。 • そのアイデアが いいです。 • ありがとう! • <u>Name</u> さんの ばんです。 |
|---|---|
5. Before planning with your committee, ensure everyone assigns themselves a role.
 6. Plan your class party with your committee, using Japanese when you can. Be sure to take turns and be polite.
 7. Share your plan with the class.

Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment Rating Scale
- Observation Checklist

**おいおい を しましろう / Year-end Celebration:
Peer-assessment Rating Scale**

なまえ: _____

ひにち: _____

_____ さんへの フィードバック

あいては、できますか		はい	もうすこし	まだ	コメント
A-3.3b	<ul style="list-style-type: none"> assume a role in our group 				
A-3.3c, LC-4.1a	<ul style="list-style-type: none"> use Japanese to work with others in our group 				
A-3.3c, S-3.3a	<ul style="list-style-type: none"> explain his or her ideas when asked 				
<p>なにか よく できましたか</p>					
<p>つぎの ための アドバイス</p>					
<p>フィードバックへの、はんのうは・・・</p>					

**おいわい を しましろう / Year-end Celebration:
Self-assessment Rating Scale**

なまえ: _____

ひにち: _____

できますか		はい	もうすこし	まだ	コメント
A-3.3b	<ul style="list-style-type: none"> tell others what my role will be in the group 				
A-3.3c, LC-5.4b	<ul style="list-style-type: none"> act and speak respectfully to group members 				
A-3.3c, LC-4.1a, LC-5.4b	<ul style="list-style-type: none"> use Japanese when working in a group 				
A-3.3c, S-3.3a	<ul style="list-style-type: none"> explain my ideas to help my group make decisions 				

**おいわい を しましろう / Year-end Celebration:
Observation Checklist**

ひにち: _____

がくせい	A-3.3b, assume roles and S-3.3a responsibilities as group members		A-3.3c use Japanese to negotiate with peers and explain ideas		LC-4.1a, interact LC-5.4b respectfully, in Japanese, with group members	
	はい	まだ	はい	まだ	はい	まだ
1.						
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ボランティア かんしゃの日 / Volunteer Appreciation

Student's Performance Task Description

Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Japanese class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

Principal Outcomes

A-5 *To extend their knowledge of the world*

- A-5.1 discover and explore**
 - a. ask questions to gain knowledge and understanding
- A-5.2 gather and organize information**
 - a. compare items in simple ways

Supporting Outcomes

LC-3 *Produce texts*

- LC-3.2 writing**
 - a. produce simple written sentences in guided situations

S-2 *Language use*

- S-2.3 productive**
 - a. identify and use a variety of productive strategies; e.g., use words visible in the immediate environment, use various techniques to explore ideas in the planning stages, such as brainstorming

Materials

- *Eating Well with Canada's Food Guide*
- Paper for creating charts
- Sample menus in Japanese

Alternative Assessment Task

Create a menu for your dream restaurant, ensuring you have a wide variety of foods to appeal to many different customers. Create the menu by presenting food choices in a variety of ways.

ボランティア かんしゃの日 / Volunteer Appreciation

Performance Task Description

Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Japanese class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

Instructions

1. Think about different foods and beverages that could be served at the Volunteer Appreciation Day.
2. With your teacher's help, add your suggestions, in Japanese, to a class list of many different foods.
3. With your teacher's help, create categories for the food.

Example

- Healthy foods • Junk foods • Adults like it • Young people like it
4. With a partner or in a small group, discuss which foods should go in each of the categories you have created. Foods might go into more than one category. You may want to use *Eating Well with Canada's Food Guide* to help you.

Sample phrases

- An apple is a healthy food and young people and adults like it.
 - Chips are junk food and young people like them.
5. Based on the information you have organized, participate in a class discussion about which foods should be served at the event to ensure a balanced menu.
 6. With a partner or in a small group, decide whether the food items chosen for the event should be presented at the event as an appetizer, a beverage, an entrée or a dessert. Make a chart or lists to organize your choices.
 7. On your own, create a sample menu of the food to be served at the Volunteer Appreciation Day event.

Sample vocabulary list

- | | | | |
|-----------|----------|--------|----------|
| • くだもの | • ハンバーガー | • ぜんさい | • サンドイッチ |
| • にんじん | • ベーグル | • デザート | • ピザ |
| • マフィン | • チキンスープ | • みず | |
| • パン | • バター | • ジュース | • コーヒー |
| • ポテトチップス | • チョコレート | • おちゃ | • チーズ |

Evaluation Tools

- Self-assessment and Goal Setting
- Feedback
- Rating Scale

ボランティア かんしゃの日 / Volunteer Appreciation:
Self-assessment and Goal Setting

なまえ: _____ ひにち: _____

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

Criteria Statements

- A-5.1a, A-5.2a • discussing which foods should go in what categories
- S-2.3a, LC-3.2a • creating a sample menu
- S-2.3a, LC-3.2a • participating in brainstorming



ボランティア かんしゃの日 / Volunteer Appreciation:
Feedback

こうもく:

A-5.1a asks questions to gain knowledge and understanding

A-5.2a compares items in simple ways

LC-3.2a produces simple written sentences in guided situations

ひにち: _____
_____さんへ,

なにが よくできましたか

ほかに ...

つぎは、できますね

_____ より

**ボランティア かんしゃの日 / Volunteer Appreciation:
Rating Scale**

ひにち: _____

がくせい	A-5.1a ask questions to gain knowledge and understanding			A-5.2a compare items in simple ways		
	はい	もうすこし	まだ	はい	もうすこし	まだ
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わたしたちの まち / Where We Live

Student's Performance Task Description

The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Japanese class has volunteered to create a fact sheet for Japanese speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

Principal Outcomes	
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.2 gather and organize information b. compose questions to guide research c. identify sources of information d. record observations
Supporting Outcomes	
<i>LC-3 Produce texts</i>	<input type="checkbox"/> LC-3.2 writing a. produce simple written sentences in guided situations
<i>LC-6 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> LC-6.1 cohesion/coherence a. sequence elements of a simple story, process or series of events
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.3 productive a. identify and use a variety of productive strategies; e.g., be aware of and use the steps of the prewriting process, including gathering ideas, planning the text, researching and organizing the text

Materials

- Information about the local community from Web sites, tourist information centres, Chamber of Commerce
- Lists of vocabulary and phrases, in a variety of categories brainstormed by students, for the fact sheets

Alternative Assessment Task

Your teacher has arranged to take your Japanese class on a field trip. In preparation for the field trip, your teacher has asked you to research the topic. After the field trip, share your learning and experiences for a school bulletin board display.

わたしたちの まち / Where We Live

Performance Task Description

The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Japanese class has volunteered to create a fact sheet for Japanese speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

Instructions

1. With your teacher's help, identify some questions someone moving into your area would like answered. Use these questions to help you do your research.

Examples

- _____ の じんこうは どのくらいですか。
- _____ に どんな みせが ありますか。
- _____ で どんな スポーツを しますか。
- _____ に どの がっこうが ありますか。

2. With your teacher, brainstorm some possible resources to use to research your area. As you write down information from the sources, be sure to write down the source of the information.

Sample

- _____ からの インフォメーション。

3. Write your own observations about where you live.

Sample phrases

- Name of city/town/area は ちいさい/おおきい/うるさい/しずか です。
- _____ に こうえん/かいしゃや みせ/あそびば が たくさん あります。
- _____ は すてき/たのしい です。
- → _____ は たのしい/いい ところ です。

4. Organize the information you have gathered into a simple fact sheet. Use titles, subtitles and bullets, where necessary, to organize your information.
5. Submit your fact sheet to your teacher to be shared with others.

Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Self-assessment and Feedback

**わたしたちの まち / Where We Live:
Self-assessment Rating Scale**

なまえ: _____

ひにち: _____

できますか		はい	もうすこし	まだ
A-5.2b, S-2.3a	<ul style="list-style-type: none"> compose questions to guide research about my community 			
A-5.2c, S-2.3a	<ul style="list-style-type: none"> find sources of information 			
A-5.2d, S-2.3a	<ul style="list-style-type: none"> record information about my community 			
LC-3.2a	<ul style="list-style-type: none"> use Japanese to create a fact sheet about my community 			



**わたしたちの まち / Where We Live:
Self-assessment Rating Scale**

なまえ: _____

ひにち: _____

できますか		はい	もうすこし	まだ
A-5.2b, S-2.3a	<ul style="list-style-type: none"> compose questions to guide research about my community 			
A-5.2c, S-2.3a	<ul style="list-style-type: none"> find sources of information 			
A-5.2d, S-2.3a	<ul style="list-style-type: none"> record information about my community 			
LC-3.2a	<ul style="list-style-type: none"> use Japanese to create a fact sheet about my community 			

わたしたちの まち / Where We Live: Rating Scale

なまえ: _____

ひにち: _____

	たいへんいい	とてもいい	いい	まだ
<p>どのぐらい できますか</p> <p>A-5.2b, • compose written questions S-2.3a to guide research</p>	●	●	●	●
<p>A-5.2c, • identify sources of information S-2.3a</p>	●	●	●	●
<p>A-5.2d, • record information S-2.3a</p>	●	●	●	●
<p>LC-6.1a • use conventions (e.g., titles, bullets) to organize information for the fact sheet</p>	●	●	●	●
<p>コメント</p>				

**わたしたちの まち / Where We Live:
Self-assessment and Feedback**

なまえ: _____

ひにち: _____

わたしたちの まち / Where We Live: Self-assessment

こうもく	よくできました	もっと がんばらなければなりません	つぎは・・・
A-5.2b, • when I composed S-2.3a questions to guide research about my community?			
A-5.2c, • when I located and A-5.2d, recorded information S-2.3a about my community?			
LC-3.2a, • when I prepared LC-6.1a, the fact sheet S-2.3a about my community?			

わたしたちの まち / Where We Live: Feedback

コメント

クラスの もんだいかいけつ / Resolving Classroom Conflicts

Student's Performance Task Description

The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Japanese class to help create guidelines, in Japanese, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

Principal Outcomes

A-5 *To extend their knowledge of the world*

- A-5.3 solve problems**
 - a. identify and describe a problem
 - b. understand and use the steps in the problem-solving process
- A-5.4 explore opinions and values**
 - a. express their views on a variety of topics within their direct experience

Supporting Outcomes

LC-6 *Apply knowledge of how discourse is organized, structured and sequenced*

- LC-6.3 patterns of social interaction**
 - a. initiate interactions and respond using a variety of simple social interaction patterns; e.g., statement-reaction

S-3 *General learning*

- S-3.3 social/affective**
 - a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

Materials

- Poster paper

Alternative Assessment Task

As part of your training to become a conflict mediator at school, you will identify different problems that could occur between students on the playground or in the school. Discuss how these problems could be resolved. Role-play these new problem-solving techniques with other conflict mediator trainees.

クラスの もんだいかいけつ / Resolving Classroom Conflicts

Performance Task Description

The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Japanese class to help create guidelines, in Japanese, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

Instructions

1. To resolve classroom conflicts, participate in a class discussion, in English, about the possible steps in a problem-solving process.
2. As a first step, contribute to a class discussion, in Japanese, about how to state your feelings when you are having a conflict with someone else.

Examples

- おこっています。
- わたしは かなしいです/めいわくです。
- わたしの _____ を 取りました/ わたしを _____ と よびました/ わたしを おしました。/どなりました。

3. Next, discuss some appropriate responses to the phrases you have created.

Examples

- ごめんなさい/あやまります、_____ さん。
- わたしも おこっています/かなしいです。

4. Finally, discuss phrases to help end the conflict.

Examples

- だいじょうぶ。
- もう だいじょうぶです。
- せんせいに はなしましょう。
- ありがとう。

5. Use the brainstormed phrases to create problem-solving steps to follow when you have a classroom conflict.
6. Practise using the steps of the problem-solving process with a partner. Use the phrases you have created in class to solve a classroom conflict you have experienced. Make sure to take turns appropriately to help resolve the conflict.

Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment
- Observation Checklist

**クラスの もんだいかいけつ / Resolving Classroom Conflicts:
Peer-assessment Rating Scale**

なまえ: _____

ひにち: _____

_____ さんへの フィードバック

どのぐらい できますか		はい	もうすこし	まだ
A-5.4a	<ul style="list-style-type: none"> express your feelings about our conflict 			
A-5.3a, A-5.3b, LC-6.3a	<ul style="list-style-type: none"> take turns to use the problem-solving steps 			
つぎの ための アドバイス				



**クラスの もんだいかいけつ / Resolving Classroom Conflicts:
Peer-assessment Rating Scale**

なまえ: _____

ひにち: _____

_____ さんへの フィードバック

どのぐらい できますか		はい	もうすこし	まだ
A-5.4a	<ul style="list-style-type: none"> express your feelings about our conflict 			
A-5.3a, A-5.3b, LC-6.3a	<ul style="list-style-type: none"> take turns to use the problem-solving steps 			
つぎの ための アドバイス				

クラスの もんだいかいけつ / Resolving Classroom Conflicts: Self-assessment

なまえ: _____

ひにち: _____

こうもく	よくできました	もっと がんばらなければなりません	つぎは・・・
A-5.3a, • when I practised A-5.3b, solving a problem LC-6.3a with a partner?			
S-3.3a • when I helped to figure out the steps of a problem-solving process to resolve conflicts?			
A-5.4a • when I expressed my point of view in a conflict situation?			

クラスの もんだいかいけつ / Resolving Classroom Conflicts: Observation Checklist

ひにち: _____

Criteria: A-5.3a, A-5.3b The student understands and uses the steps in the problem-solving process			
がくせい	はい	まだ	コメント
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ひるやすみ こうないたいこう / Lunch-hour Intramurals

Student's Performance Task Description

The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Japanese class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

Principal Outcomes	
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.4 explore opinions and values a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience
Supporting Outcomes	
<i>LC-4 Interact</i>	<input type="checkbox"/> LC-4.1 interactive fluency a. engage in simple interactions, using simple sentences
<i>LC-6 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> LC-6.2 text forms a. recognize some simple oral and written text forms
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.3 productive a. identify and use a variety of productive strategies; e.g., use words in the immediate environment
Materials <ul style="list-style-type: none"> • Lists of words about sports • A chart on which to record survey responses 	

Alternative Assessment Task

Your teacher has asked your Japanese class for ideas about a year-end activity. Create a questionnaire about different possible activities and survey your classmates, in Japanese, about their ideas. The results of the survey will be shared with the teacher.

ひるやすみ こうないたいこう / Lunch-hour Intramurals

Performance Task Description

The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Japanese class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

Instructions

1. With your classmates, brainstorm a list of possible lunch-hour intramural activities.
2. Create a list of questions about lunch-hour activities that you will use for your intramural survey.

Sample questions

- バスケットボールを したいですか、フロアホッケーを したいですか。
 - ドッジボールをしたいですか、バドミントンを したいですか。
3. Using your survey questions, interview your classmates and record their responses.
 4. When you have interviewed everyone in class, organize your results.
 5. Share your results with your classmates.

Evaluation Tools

- Self-assessment and Goal Setting
- Peer Assessment
- Observation Checklist

ひるやすみ こうないたいこう / Lunch-hour Intramurals: Self-assessment and Goal Setting

なまえ: _____ ひにち: _____

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

Criteria Statements

- A-5.4a • giving my opinion to someone else
- A-5.4b • gathering opinions from others
- LC-4.1a • using Japanese to interact with my classmates
- S-2.3a • using the sentences on my survey sheet to ask questions of others

できて、よかったです

りゆう

もういちど したいです

(わたしのアイデア)

わかりました

つぎに、したいです

りゆう

ひるやすみ こうないたいこう / Lunch-hour Intramurals:
Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

ひにち: _____

こうもく: asked for and offered an opinion

_____さんへ、
なにがよくできましたか

_____より

ひにち: _____

こうもく: asked for and offered an opinion

_____さんへ、
なにがよくできましたか

_____より



ひにち: _____

こうもく: asked for and offered an opinion

_____さんへ、
なにがよくできましたか

_____より

ひにち: _____

こうもく: asked for and offered an opinion

_____さんへ、
なにがよくできましたか

_____より



**ひるやすみ こうないたいこう / Lunch-hour Intramurals:
Observation Checklist**

ひにち: _____

がくせい	A-5.4b gather opinions on a topic		LC-6.2a use simple text forms		LC-4.1a engage in simple interactions	
	はい	まだ	はい	まだ	はい	まだ
1.						
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しまいとし / Twin Cities

Student's Performance Task Description

Your town/city council is interested in twinning with a town or city in Japan. Your Japanese class has volunteered to do some research to help the town/city council make a decision. Choose one Japanese town or city and research similarities and differences between that town or city and your own. Your class will choose a few options to submit to the town/city council.

Principal Outcomes	
<i>GC-1 Historical and contemporary elements of Japanese culture</i>	<input type="checkbox"/> GC-1.1 accessing/analyzing cultural knowledge a. compare and make connections between some elements of Japanese culture and their own culture
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> GC-2.3 awareness of own culture a. recognize and identify similarities and differences between their own culture and other cultures; e.g., seasonal activities, food
<i>GC-3 Personal growth and future opportunities</i>	<input type="checkbox"/> GC-3.1 Japanese language and culture b. identify some places that they could visit where Japanese is spoken
Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> S-3.1 cognitive a. identify and use a variety of cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes, write down key words, use graphic representations to make information easier to understand

Materials

- Information about countries and towns/cities, where Japanese is spoken, from travel magazines, brochures, Web sites
- Templates of graphic organizers; e.g., Venn diagrams, T-charts

Alternative Assessment Task

Write a simple research report about the similarities and differences between where you live and a place that is well known for its Japanese culture.

しまいとし / Twin Cities

Performance Task Description

Your town/city council is interested in twinning with a town or city in Japan. Your Japanese class has volunteered to do some research to help the town/city council make a decision. Choose one Japanese town or city and research similarities and differences between that town or city and your own. Your class will choose a few options to submit to the town/city council.

Instructions

1. Brainstorm a list of towns or cities you are interested in researching.
2. Choose one Japanese town or city.
3. Research your chosen town or city. Find materials on your own and with your teacher's help.
4. Using a graphic organizer (e.g., a T-chart or Venn diagram) your teacher has given you, write down information about how the Japanese town or city is similar to or different from your own town or city.
5. Submit to your teacher the information you have collected.

Evaluation Tools

- Self-assessment
- Self-assessment Rating Scale
- Rating Scale

しまいとし / Twin Cities: Self-assessment

なまえ: _____

ひにち: _____

にほんの まちを しらべて、なにが わかりましたか	わたしの まちと どう ちがいますか

なにが いちばん おもしろかったですか

なにを もっと しりたいですか

しまいとし / Twin Cities: Self-assessment Rating Scale

なまえ: _____

ひにち: _____

できますか		はい	もうすこし	まだ
GC-3.1b	<ul style="list-style-type: none"> think of some places where Japanese is spoken 			
GC-2.3a	<ul style="list-style-type: none"> recognize similarities and differences between my town or city and the Japanese town or city 			
S-3.1a	<ul style="list-style-type: none"> use a graphic organizer to organize my ideas 			



しまいとし / Twin Cities: Self-assessment Rating Scale

なまえ: _____

ひにち: _____

できますか		はい	もうすこし	まだ
GC-3.1b	<ul style="list-style-type: none"> think of some places where Japanese is spoken 			
GC-2.3a	<ul style="list-style-type: none"> recognize similarities and differences between my town or city and the Japanese town or city 			
S-3.1a	<ul style="list-style-type: none"> use a graphic organizer to organize my ideas 			

しまいとし / Twin Cities: Rating Scale

ひにち: _____

がくせい	GC-1.1a compares some elements of Japanese culture with own culture			S-3.1a uses a variety of strategies			GC-2.3a identifies similarities and differences between own culture and others		
	はい	もうすこし	まだ	はい	もうすこし	まだ	はい	もうすこし	まだ
1.									
2.									
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E パルの じゅんび / Getting Ready for an E-pal

Student's Performance Task Description

You and your classmates will be matched with Japanese-speaking students of the same age from another country who will become your e-pals. To make sure you are matched with someone who has similar interests to you, you and your classmates will research what people your own age in that country are interested in. Use Japanese-language children's magazines and/or Web sites to find information. Use this information to make a list of things you have in common with Japanese-speaking people your own age in another country. This list will be used to help match you with an e-pal.

Principal Outcomes

GC-1 *Historical and contemporary elements of Japanese culture*

- GC-1.1 accessing/analyzing cultural knowledge**
 - a. compare and make connections between some elements of Japanese culture and their own culture
- GC-1.2 knowledge of Japanese culture**
 - a. explore some elements of Japanese culture
 - b. identify some things they have in common with Japanese people their own age
- GC-1.5 valuing Japanese culture**
 - b. express an interest in finding out about Japanese people and various aspects of Japanese culture

Supporting Outcomes

LC-2 *Interpret texts*

- LC-2.2 reading**
 - a. understand short, simple written sentences in guided situations

S-3 *General learning*

- S-3.1 cognitive**
 - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic organizers to organize and record information

Materials

- Age-appropriate magazines
- Web sites targeted at Japanese-speaking children
- An example of a T-chart

Alternative Assessment Task

You have been asked by a teacher from another class to share information about the lives of Japanese-speaking students in another country. You and your classmates will research what Japanese-speaking people your age in another country are interested in. Use Web sites, books or children's magazines to find information and make an electronic slide show presentation or a poster to share what you have learned.

Teacher's Note

This task could be used as a preliminary step for an actual e-mail/correspondence project with Japanese-speaking students in another country. Student should be monitored when they use the Internet.

E パルの じゅんび / Getting Ready for an E-pal

Performance Task Description

You and your classmates will be matched with Japanese-speaking students of the same age from another country who will become your e-pals. To make sure you are matched with someone who has similar interests to you, you and your classmates will research what people your own age in that country are interested in. Use Japanese-language children's magazines and/or Web sites to find information. Use this information to make a list of things you have in common with Japanese-speaking people your own age in another country. This list will be used to help match you with an e-pal.

Instructions

1. With your teacher's help, find a variety of materials written in Japanese that provide information about the interests of people your own age in another country.
2. Work with your classmates to create a T-chart to organize the information. On the T-chart, include information about how Japanese-speaking people your own age live in their country and what they enjoy doing.

Example

How they live	What they like to do
アパートに すんでいます。	ダンスが すきです。 サッカーが すきです。

3. Make a list of the information collected on the T-chart that also applies to you.
4. Add other information you want to include about yourself and what you are interested in and submit the list to your teacher.

Evaluation Tools

- Self-assessment Rating Scale
- Observation Checklist
- Student Reflections

E パルの じゅんび / Getting Ready for an E-pal: Self-assessment Rating Scale

なまえ: _____

ひにち: _____

できますか	はい	もうすこし	まだ
GC-1.1a, GC-1.2b, GC-1.5b <ul style="list-style-type: none"> find out how I am similar to and different from people my age in Japanese culture たとえば・・・			
LC-2.2a <ul style="list-style-type: none"> get information from Japanese sources たとえば・・・			
S-3.1a <ul style="list-style-type: none"> use a chart to organize information たとえば・・・			
ほかの ひとへの アドバイス			

**E パルの じゅんび / Getting Ready for an E-pal:
Observation Checklist**

ひにち: _____

Criteria: LC-2.2a The student understands short, simple texts in guided and unguided situations			
がくせい	はい	まだ	コメント
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**E パルの じゅんび / Getting Ready for an E-pal:
Student Reflections**

なまえ: _____

ひにち: _____

<p>GC-1.1a</p> <ul style="list-style-type: none"> • compare and make connections between some elements of Japanese culture and their own 	<p>When learning about Japanese-speaking people my own age, something that surprised me was ...</p>
<p>GC-1.2a</p> <ul style="list-style-type: none"> • explore some elements of Japanese culture 	<p>The most interesting thing I learned from this task was ...</p>
<p>GC-1.2b</p> <ul style="list-style-type: none"> • identify things they have in common with Japanese people their own age 	<p>Something about Japanese culture I would like to learn more about is ...</p>

おもてなし / Good Hosts

Student's Performance Task Description

Your school district will be hosting a group of Japanese-speaking visitors from another country. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Japanese class to help identify similarities and differences between students' cultures and Japanese culture. This information will be submitted to the principal.

Principal Outcomes

GC-1 *Historical and contemporary elements of Japanese culture*

- GC-1.3 applying cultural knowledge**
 - a. identify similarities and differences between Japanese culture and their own culture
 - b. apply knowledge of Japanese culture to interpret similarities and differences between that culture and their own culture
- GC-1.5 valuing Japanese culture**
 - a. identify similarities between themselves and Japanese people

Supporting Outcomes

S-3 *General learning*

- S-3.1 cognitive**
 - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic organizers to make information easier to understand and remember, connect what they already know with what they are learning

Materials

- A Venn diagram

Alternative Assessment Task

To observe a particular holiday or celebration (e.g., harvest festivals, birthdays, national remembrance day) at your school, your Japanese class will learn about a similar holiday or celebration in Japanese culture. Brainstorm all the information you can remember about the holiday or celebration in your culture. Conduct research to find out information about the similar holiday or celebration in Japanese culture. Organize the information to show the similarities and differences between the two cultures. Use this information to help plan how you will observe the holiday or celebration at your school.

おもてなし / Good Hosts

Performance Task Description

Your school district will be hosting a group of Japanese-speaking visitors from another country. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Japanese class to help identify similarities and differences between students' cultures and Japanese culture. This information will be submitted to the principal.

Instructions

1. With your teacher's help, make a list of what you know about polite and impolite behaviours in Japanese culture. Make a second list of what are considered polite and impolite behaviours in your own culture.
2. Using a Venn diagram, organize the information you have brainstormed to show the similarities and differences between polite behaviours in your culture and Japanese culture.
3. Write, in English, a brief report to give to the principal. In your report, give advice about what types of behaviours the visitors might find impolite so the hosts can avoid them. Be sure to explain what types of behaviours are considered polite so the hosts can be sure to make the best impression on the visitors. Try and explain why the behaviours are impolite or polite.
4. Share your report with your classmates.

Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Observation Checklist

おもてなし / Good Hosts: Self-assessment Rating Scale

なまえ: _____

ひにち: _____

できますか		はい	もうすこし	まだ
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> talk about how different behaviours are considered polite and impolite in my own culture 			
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> talk about how different behaviours are considered polite and impolite in Japanese culture 			
S-3.1a	<ul style="list-style-type: none"> use a Venn diagram to organize my ideas 			



おもてなし / Good Hosts: Self-assessment Rating Scale

なまえ: _____

ひにち: _____

できますか		はい	もうすこし	まだ
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> talk about how different behaviours are considered polite and impolite in my own culture 			
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> talk about how different behaviours are considered polite and impolite in Japanese culture 			
S-3.1a	<ul style="list-style-type: none"> use a Venn diagram to organize my ideas 			

おもてなし / Good Hosts: Rating Scale

なまえ: _____

ひにち: _____

どのぐらい できますか	はい	もうすこし	まだ
GC-1.3a • identify similarities and differences between Japanese culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.3b • interpret similarities and differences between Japanese culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.5a • identify similarities between himself or herself and people of the culture being studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S-3.1a • use a Venn diagram to organize ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

よくできました

もっと がんばりましょう



おもてなし / Good Hosts: Rating Scale

なまえ: _____

ひにち: _____

どのぐらい できますか	はい	もうすこし	まだ
GC-1.3a • identify similarities and differences between Japanese culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.3b • interpret similarities and differences between Japanese culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.5a • identify similarities between himself or herself and people of the culture being studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S-3.1a • use a Venn diagram to organize ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

よく できました

もっと がんばりましょう

おもてなし / Good Hosts: Observation Checklist

ひにち: _____

Criteria: GC-1.3a, GC-1.5a The student identifies similarities and differences between Japanese culture and his or her own culture

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ジェネレーション・ギャップ / **Generation Gap**

Student's Performance Task Description

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with the differences between younger and older people in Japanese culture. Use Japanese-language materials to help you research the generation gap in Japanese culture. Create an outline for your report.

Principal Outcomes	
<i>GC-1 Historical and contemporary elements of Japanese culture</i>	<input type="checkbox"/> GC-1.4 diversity within Japanese culture a. identify similarities and differences among diverse groups within Japanese culture
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> GC-2.3 awareness of own culture a. recognize and identify similarities and differences between their own culture and other cultures; e.g., seasonal activities, food
Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> S-3.1 cognitive a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic organizers to make information easier to understand, connect what they already know with what they are learning
Materials <ul style="list-style-type: none"> • Japanese-language materials showing people of different ages participating in daily activities; e.g., work, household chores and leisure activities • A Venn diagram, T-chart and/or other types of graphic organizers 	

Alternative Assessment Task

Your Japanese class has been approached by the editor of a local newspaper to write a feature article highlighting the cultural practices that are followed during an upcoming celebration; e.g., Thanksgiving. In the article, address how your community's cultural practices that are followed during this celebration are both similar to and different from Japanese cultural practices that are followed during a similar celebration. You must also address the similarities and differences in the way this celebration is observed in different places that Japanese speakers live.

ジェネレーション・ギャップ / Generation Gap**Performance Task Description**

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with the differences between younger and older people in Japanese culture. Use Japanese-language materials to help you research the generation gap in Japanese culture. Create an outline for your report.

Instructions

1. Think about how adults and young people are similar and different in your own culture; e.g., young people may like rap music, older people like classic rock or folk music and young people and older people may both like to go to movies. Use a Venn diagram to organize your ideas.
2. Use Japanese-language resources (e.g., magazine advertisements and articles, TV shows, Web sites and textbooks) to find information about how young people and older people are similar and different in Japanese culture.
3. Organize your information in a Venn diagram, T-chart or other kind of graphic organizer.
4. Use all the information you have organized to make an outline for your report. Be sure to state how the generation gap in Japanese culture is similar to or different from the generation gap in your own culture.

Evaluation Tools

- Self-assessment
- Self-assessment
- Observation Checklist

ジェネレーション・ギャップ / **Generation Gap: Self-assessment**

なまえ: _____

ひにち: _____

S-3.1a Using a Venn diagram helped me organize my ideas because ...

Thinking about the topic (how young people and adults are similar and different) helped me because ...

Something important I learned during this task was ...



ジェネレーション・ギャップ / **Generation Gap: Self-assessment**

なまえ: _____

ひにち: _____

S-3.1a Using a Venn diagram helped me organize my ideas because ...

Thinking about the topic (how young people and adults are similar and different) helped me because ...

Something important I learned during this task was ...

ジェネレーション・ギャップ / Generation Gap: Self-assessment

なまえ: _____

ひにち: _____

GC-1.4a

One important way younger and older people are similar in Japanese culture is ...

- _____

GC-1.4a

This similarity is important because ...

- _____
- _____

GC-1.4a

One important way younger and older people are different in Japanese culture is ...

- _____

GC-1.4a

This difference is important because ...

- _____
- _____

GC-2.3a

Something I noticed that is similar between the generation gap in Japanese culture and my own culture is ...

- _____
- _____

**ジェネレーション・ギャップ / Generation Gap:
Observation Checklist**

ひにち: _____

がくせい	GC-1.4a identify similarities and differences among young people and adults in Japanese culture		GC-2.3a identify similarities and differences between their own culture and Japanese culture	
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ことばさがし / Pick a Word

Student's Performance Task Description

Someone in your Japanese class has mentioned how challenging it has been in grades 4, 5 and 6 to learn so many new Japanese words. Your teacher would like to help you understand that this is a challenge when learning any new language, including English, and would like to be able to address this problem with future students. Explore this idea further and create a helpful resource for Japanese students.

Principal Outcomes

GC-2 Affirming diversity

- GC-2.1 awareness of first language**
 - a. identify similarities and differences between their first language and Japanese
- GC-2.2 general language knowledge**
 - a. recognize that in any language there are different words for the same thing

Supporting Outcomes

S-1 Language learning

- S-1.1 cognitive**
 - a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of words with similar meanings, identify similarities between an aspect of their own language and the language being learned

Materials

- Paper for creating a simple resource
- Japanese dictionaries

Alternative Assessment Task

Make an English/Japanese personal dictionary to help remember new vocabulary words. Organize the Japanese words into groups with similar meanings.

ことばさがし / Pick a Word

Performance Task Description

Someone in your Japanese class has mentioned how challenging it has been in grades 4, 5 and 6 to learn so many new Japanese words. Your teacher would like to help you understand that this is a challenge when learning any new language, including English, and would like to be able to address this problem with future students. Explore this idea further and create a helpful resource for Japanese students.

Instructions

1. Participate in a discussion about groups of different English words that mean the same thing; e.g., vehicle can mean car, auto, truck or van and a couch could also be referred to as a sofa, chesterfield or love seat.
2. Think of some similar Japanese examples.

Examples

くるま と じどうしゃ、 じしょ と じてん、 ふでばこ と ふでいれ など。

3. Working with your classmates and your teacher, create a list of Japanese cognates that you have learned. (Cognates are words that sound or are spelled the same/similarly and have the same meaning.)
4. Write a short resource in which you point out the similarities and differences between English and Japanese you think would be helpful for a Japanese student to know.
5. Share your resource with your classmates.

Evaluation Tools

- Self-assessment
- Rating Scale
- Peer Assessment

ことばさがし / Pick a Word: Self-assessment

なまえ: _____

ひにち: _____

えいごで	にほんごで	どう やくに たちますか

ほかの げんごの かきかた から、なにが わかりましたか

なにを もっと べんきょうしたいですか

ことばさがし / Pick a Word: Rating Scale

ひにち: _____

がくせい	GC-2.1a identify similarities and differences between their first language and Japanese			GC-2.2a recognize that in any language there are different words for the same thing		
	はい	もうすこし	まだ	はい	もうすこし	まだ
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ことばさがし / Pick a Word: Peer Assessment

なまえ: _____ ひにち: _____
 _____ さんへの フィードバック

GC-2.1a, GC-2.2a, S-1.1a わたしからの コメント

よく できました

_____さんの リソースから わかりました

わたしからの アドバイス

Student Response to Peer Assessment

なまえ: _____

ともだちの コメントを よみました。わたしの かんそうは・・・

- よく できました
- つぎに したいです

わたしたちは どんな ひと? / Who Are We?

Student's Performance Task Description

Your class has been learning about Japanese culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background with your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

Principal Outcomes

GC-2 Affirming diversity

- GC-2.4 general cultural knowledge**
 - a. recognize that speakers of the same language may come from different cultural backgrounds
- GC-2.5 valuing diversity**
 - a. engage in activities that reflect other ways of doing things or other perspectives
- GC-2.6 intercultural skills**
 - b. explore how their perspective is shaped by a variety of factors

Supporting Outcomes

S-3 General learning

- S-3.1 cognitive**
 - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form to assist with the performance of a learning task; use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- S-3.2 metacognitive**
 - a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher

Materials

- A chart or other graphic organizer to help students organize information

Alternative Assessment Task

Interview your family and/or community members to find out about their cultural backgrounds. Be sure to discover which languages your interviewees speak or which languages they may have grown up hearing. Write a short report about what you find out and submit it to your teacher.

わたしたちは どんな ひと? / Who Are We?

Performance Task Description

Your class has been learning about Japanese culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background with your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

Instructions

1. As a class, brainstorm information to use when trying to find out about a person's cultural background.

Sample ideas

- どこに すんでいましたか。
 - おとうさんと おかあさん/おじいさんと おばあさんは どこで うまれましたか。
 - どんな やすみが ありますか。
 - どんな イベント が ありますか。
2. On your own, find out information about your own cultural background. You may want to ask your parents or other family members to help you.
 3. In class, share your information about your own cultural background with your classmates.
 4. When your classmates are sharing information about their own cultural backgrounds, use a chart to write down one or two pieces of information from each person. (You do not have to write down complete sentences. You can just write key words or ideas.)
 5. After hearing about all of your classmates' cultural backgrounds, reflect, orally or in writing, about what you have learned and what you found particularly interesting.

Evaluation Tools

- Observation Checklist
- Self-assessment Rating Scale and Feedback
- Self-assessment

**わたしたちは どんな ひと? / Who Are We?:
Observation Checklist**

ひにち: _____

がくせい	S-3.2a reflect on their cultural backgrounds and the cultural diversity within the classroom		S-3.1a use graphic representations (e.g., mind maps, charts, diagrams) to record information	
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**わたしたちは どんな ひと? / Who Are We?:
Self-assessment Rating Scale and Feedback**

なまえ: _____

ひにち: _____

わたしたちは だれ? / Who Are We?: Self-assessment Rating Scale

この かつどうで・・・		はい	もうすこし	まだ
S-3.1a	• I formulated key questions			
S-3.2a	• I actively participated in class brainstorming			
S-3.1a	• I connected what I already know about culture to what I am learning			
S-3.1a	• I used supports (e.g., charts, mind maps, diagrams) to make information easier to remember			
S-3.2a	• I reflected on what I learned			
S-3.1a	• I listened for and recorded key words and ideas			

コメント

つぎは、どうしますか

わたしたちは どんな ひと? / Who Are We?: Feedback

コメント

わたしたちは どんな ひと? / Who Are We?:
Self-assessment

なまえ: _____

ひにち: _____

GC-2.6b, S-3.2a

What I learned about my own cultural background is ...

- _____
- _____
- _____

GC-2.4a, GC-2.6b, S-3.2a

What I learned about my classmates that helps me better understand them is ...

- _____
- _____
- _____

GC-2.6b, S-3.2a

What I found most interesting is ...

- _____
- _____
- _____

What I now understand better is ...

- _____
- _____
- _____

こうかんりゅうがくの もうしこみ / Exchange Application

Student's Performance Task Description

There are opportunities for students in your community to participate in exchanges with other countries. To be considered for the exchange, you will complete an application. On the application, you are required to specify the country you would like to visit and prove you have some knowledge about how people live in that country. Gather the information you need for the application.

Principal Outcomes

<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> GC-2.4 general cultural knowledge b. recognize some of the factors that affect the culture of a particular region; e.g., geography, climate
<i>GC-3 Personal growth and future opportunities</i>	<input type="checkbox"/> GC-3.2 cultural and linguistic diversity c. identify some places where there is significant linguistic and cultural diversity

Supporting Outcomes

<i>S-3 General learning</i>	<input type="checkbox"/> S-3.1 cognitive a. identify and use a variety of cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning, use charts to make information easier to remember and understand
-----------------------------	--

Materials

- A graphic organizer

Alternative Assessment Task

Write a report about a country in which you are interested. In your report, include information about how people live in the country and what languages they speak. Share your report with your teacher and classmates.

こうかんりゅうがくの もうしこみ / Exchange Application

Performance Task Description

There are opportunities for students in your community to participate in exchanges with other countries. To be considered for the exchange, you will complete an application. On the application, you are required to specify the country you would like to visit and prove you have some knowledge about how people live in that country. Gather the information you need for the application.

Instructions

1. With your teacher's help, create a chart to organize information about a country you have decided to research. Include information about different regions of the country and how living in a particular region affects the lifestyle of the people.

Examples

	たべもの	ようふく	ことば	ごらく
まち	<ul style="list-style-type: none"> スーパーでかいます 	<ul style="list-style-type: none"> もっと おしゃれ 		<ul style="list-style-type: none"> えいが、げきじう、おまつり、レストラン
むら	<ul style="list-style-type: none"> にわで そだてます 	<ul style="list-style-type: none"> もっと じつようてき しんせつ 		<ul style="list-style-type: none"> コミュニティー、かぞくのイベント
うみのそば	<ul style="list-style-type: none"> つり にわ 	<ul style="list-style-type: none"> かさ みずぎ 		

2. Fill in the information you remember about the country. Do the necessary research to fill in the rest of your chart.
3. Share with your classmates what you have learned about the country and its culture.

Evaluation Tools

- Self-assessment
- Observation Checklist
- Self-assessment

こうかんりゅうがくの もうしこみ / Exchange Application:
Self-assessment

なまえ: _____

ひにち: _____

GC-2.4b, GC-3.2c, S-3.1a

なにが はじめて わかりましたか

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- _____

なにが いちばん おもしろかったですか

- _____
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**こうかんりゅうがくの もうしこみ / Exchange Application:
Observation Checklist**

ひにち: _____

がくせい	GC-2.4b recognize some factors that affect the culture of a particular region		GC-3.2c identify some places where there is significant linguistic and cultural diversity	
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こうかんりゅうがくの もうしこみ / Exchange Application:
Self-assessment

なまえ: _____

ひにち: _____

S-3.1a チャートを つかって、よかったです

リサーチの じゅんぴの いいアイデア



こうかんりゅうがくの もうしこみ / Exchange Application:
Self-assessment

なまえ: _____

ひにち: _____

S-3.1a チャートを つかって、よかったです

リサーチの じゅんぴの いいアイデア

ちがう かんがえかた / A Different Perspective

Student's Performance Task Description

Your teacher would like each person in your Japanese class to be prepared to act as a buddy to new students. You and your classmates decide to try and see the first day of school through the eyes of new students to best understand what they might need to feel more comfortable. In a small group, you and your classmates will discuss the challenges that new students face and how a student buddy could help with each challenge. Use your findings to decide what the most important duties are for a student buddy and share this information with your teacher.

Principal Outcomes

GC-2 Affirming diversity

- GC-2.5 valuing diversity**
 - b. explore the limitations of adopting a single perspective
- GC-2.6 intercultural skills**
 - a. reflect on their actions and the consequences of their actions for others

Supporting Outcomes

LC-3 Produce texts

- LC-3.2 writing**
 - a. produce simple written sentences in guided situations

S-3 General learning

- S-3.1 cognitive**
 - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use charts and other graphic representations to make information easier to understand and remember
- S-3.3 social/affective**
 - a. identify and use a variety of social and affective strategies to enhance general learning; e.g., participate in cooperative group-learning tasks

Materials

- Paper

Alternative Assessment Task

Grade 6 students in your school are being trained as conflict mediators. As part of your training, you and your classmates need to think about situations you have seen or experienced at school where students were involved in a conflict. Discuss how those who were involved may have felt. Complete this first step of your conflict mediator training with your Japanese class and write a short summary describing the most important things you have learned.

ちがう かんがえかた / A Different Perspective

Performance Task Description

Your teacher would like each person in your Japanese class to be prepared to act as a buddy to new students. You and your classmates decide to try and see the first day of school through the eyes of new students to best understand what they might need to feel more comfortable. In a small group, you and your classmates will discuss the challenges that new students face and how a student buddy could help with each challenge. Use your findings to decide what the most important duties are for a student buddy and share this information with your teacher.

Instructions

1. In a small group, brainstorm challenging situations new students might face; e.g., finding their classroom, recognizing the various school staff, finding places in the school, meeting new people.
2. For each challenging situation, discuss what the student buddy could do to assist new students. Use a T-chart to organize your ideas.

Example

かだい	かいけつの ほうほう
Finding their classroom	Take the new students on a tour and show them their classrooms

3. With your group, decide the most important things that you have learned. Share your ideas with the class.
4. With your teacher's help, brainstorm and write short phrases that new students can use to meet challenging situations.

Examples

- トイレに いってもいいですか。
 - オフィスは どこですか。
 - _____ を かしてください。
5. Write these phrases in your notebook to use when you are a student buddy to new students.

Evaluation Tools

- Self-assessment and Goal Setting
- Feedback
- Student Reflections

ちがう かんがえかた / A Different Perspective:
Self-assessment and Goal Setting

なまえ: _____

ひにち: _____

できますか	はい	まだ
GC-2.6a, S-3.1a <ul style="list-style-type: none"> organize our ideas about challenging situations and possible solutions 		
GC-2.5b, S-3.1a <ul style="list-style-type: none"> help decide the most important things about looking at something from another person's point of view 		
S-3.3a <ul style="list-style-type: none"> think of challenging situations 		

なにが よくできて、 うれしいですか

つぎは、なにを もっと がんばりますか

ちがう かんがえかた / A Different Perspective:
Feedback

こうもく:

GC-2.5b explores the limitations of adopting a single perspective

GC-2.6a reflects on their actions and the consequences of their actions for others

ひにち: _____

_____さんへ、

なにが よくできましたか

ほかに ...

つぎは、できますね

_____よ

ちがう かんがえかた / A Different Perspective:
Student Reflections

なまえ: _____

ひにち: _____

Let me tell you about my learning

1. Some challenging situations my group thought of were ...
2. GC-2.5b Looking at situations from the point of view of new students was interesting because ...
3. S-3.3a How I think I could best help a new student would be ...
4. My Japanese classroom survival phrases could help a new student because ...

しょうこうかいぎしょ / Chamber of Commerce

Student's Performance Task Description

The local Chamber of Commerce will hold their meetings in different schools in the area. Your school has been chosen as the site for one of the meetings. Your principal wants to show the members of the Chamber of Commerce how knowledge of Japanese language and culture, and other languages and cultures, can be important in many careers. Your Japanese class will create posters to display in the meeting area that show the usefulness of speaking other languages and knowing about other cultures.

Principal Outcomes

GC-3 Personal growth and future opportunities

- GC-3.1 Japanese language and culture**
 - a. identify some careers for which knowledge of Japanese is useful
 - c. identify some personal reasons for learning Japanese
- GC-3.2 cultural and linguistic diversity**
 - a. identify some careers for which knowledge of different languages and cultures is useful

Supporting Outcomes

S-3 General learning

- S-3.2 metacognitive**
 - a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task

Materials

- Materials for making posters; e.g., paper, clip art

Alternative Assessment Task

Your school is preparing for a Career Day. Your Japanese class has been asked to create an electronic slide show presentation or a poster to show how knowledge of Japanese language and culture, and other languages and cultures, is useful in many careers.

しょうこうかいぎしょ / Chamber of Commerce

Performance Task Description

The local Chamber of Commerce will hold their meetings in different schools in the area. Your school has been chosen as the site for one of the meetings. Your principal wants to show the members of the Chamber of Commerce how knowledge of Japanese language and culture, and other languages and cultures, can be important in many careers. Your Japanese class will create posters to display in the meeting area that show the usefulness of speaking other languages and knowing about other cultures.

Instructions

1. With your classmates, brainstorm different careers in which knowledge of Japanese language and culture is necessary or advantageous; e.g., Japanese teacher, Japanese interpreter, flight attendant.
2. Brainstorm any other careers you can think of in which knowledge of other languages and cultures would be helpful; e.g., working for the federal government, police officer.
3. Using this information, make a plan for a poster. Make sure that on the poster you focus on the importance of knowing both Japanese language and culture and other languages and cultures.
4. On your own or with a partner, decide how you will organize your information. On your poster, include reasons for knowing:
 - Japanese
 - Japanese culture
 - other international languages
 - other cultures.
5. Create your poster and share it with your classmates.

Evaluation Tools

- Feedback
- Peer Assessment
- Self-assessment Rating Scale

**しょうこうかいぎしょ / Chamber of Commerce:
Feedback**

こうもく:

- GC-3.1a identifies some careers for which knowledge of Japanese language and culture is useful
 GC-3.1c identifies some personal reasons for learning Japanese
 GC-3.2a identifies some careers for which knowledge of different languages and cultures is useful
 S-3.2a identifies and uses metacognitive strategies; e.g., makes a plan, divides tasks into subtasks

ひにち: _____

_____さんへ、

よく できた こと ...

ほかの かんそう

つぎの ための アイデア

_____より

しょうこうかいぎしょ / Chamber of Commerce:
Peer Assessment

なまえ: _____ ひにち: _____
_____ さんへの フィードバック

GC-3.1a, GC-3.1c, GC-3.2a わたしからの コメント

よく できました

_____さんの ポスターから わかりま
した

わたしからの アドバイス

Student Response to Peer Assessment

なまえ: _____

ともだちの コメントを よみました。わたしの かんそうは・・・

- よく できました
- つぎに したいです

**しょうこうかいぎしょ / Chamber of Commerce:
Self-assessment Rating Scale**

なまえ: _____

ひにち: _____

できますか	はい	もうすこし	まだ	コメント
GC-3.1a <ul style="list-style-type: none"> show how knowing about Japanese language and culture is useful for careers 				
GC-3.2a <ul style="list-style-type: none"> show how knowing about different languages and cultures is useful for careers 				
S-3.2a <ul style="list-style-type: none"> make a plan for my poster 				

