

# Japanese

## *Language and Culture Nine-year Program*

### **Classroom Assessment Materials**

Grade 5

*2009*

we encourage

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# Classroom Assessment Materials

## Grade 5

### Japanese Language and Culture

#### Purpose

This document is designed to provide assessment materials for specific Grade 5 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 5 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 5.

#### 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 5 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.”<sup>1</sup> 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.

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

The following chart<sup>2</sup> clarifies the differences between assessment of learning and assessment for learning.

Assessment <b>for</b> Learning ( <b>formative</b> assessment)	Assessment <b>of</b> Learning ( <b>summative</b> 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.

## わたしの じかんわり / My School Timetable

### Student's Performance Task Description

To help you and your classmates get organized, your teacher has asked you to write your own school timetable, in Japanese, to keep in your notebook or locker.

### Principal Outcomes

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

- A-5.2 gather and organize information**
  - a. sequence items in different ways

### Supporting Outcomes

**LC-1** *Attend to form*

- LC-1.2 writing systems**
  - a. write basic hiragana
- LC-1.3 lexicon**
  - a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

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

- LC-6.1 cohesion/coherence**
  - a. understand the basic usage of the topic marker *wa*

**S-3** *General learning*

- S-3.1 cognitive**
  - a. use simple cognitive strategies to enhance general learning; e.g., use charts to make information easier to understand and remember

### Materials

- Blank paper to create school schedules
- Available vocabulary regarding times, days of the week, school subjects and words to describe familiar parts of the school day; e.g., break, lunch, dismissal

### Alternative Assessment Task

A friend of yours has missed school. Write down all the days, classes and homework your friend has missed. Use a computer program to organize the information into a chart.

## わたしの じかんわり / My School Timetable

### Performance Task Description

To help you and your classmates get organized, your teacher has asked you to write your own school timetable, in Japanese, to keep in your notebook or locker.

### Instructions

1. To create your school timetable in Japanese, create a chart or table to fit in all your classes and other parts of the school day; e.g., breaks and a lunch hour.
2. Make sure you are able to find all the Japanese words you need to write your timetable; e.g.,
  - クラスのなまえ / names of classes
  - じかん / times
  - ようび / days of the week
  - ひるやすみ、ひるごはん、やすみじかん、テスト、など。 / lunch break, lunch, recess, test
  - きょうしつ、トイレ、としよしつ、たいいくかん、こうてい、など。 / classroom, washroom, library, gym, schoolyard.
3. Create your timetable.

### Evaluation Tools

- Teacher Rating Scale
- Teacher Feedback
- Peer Assessment
- Rubric

## わたしの じかんわり / My School Timetable: Teacher Rating Scale

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

The student can ...	Yes	A Good Start	Not Yet
A-5.2a     • sequence items in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.2a     • write basic hiragana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.3a     • use a repertoire of words and phrases in familiar contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-6.1a     • understand the basic usage of the topic marker <i>wa</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths			
Challenges			



## わたしの じかんわり / My School Timetable: Teacher Rating Scale

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

The student can ...	Yes	A Good Start	Not Yet
A-5.2a     • sequence items in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.2a     • write basic hiragana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.3a     • use a repertoire of words and phrases in familiar contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-6.1a     • understand the basic usage of the topic marker <i>wa</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths			
Challenges			

わたしの じかんわり / My School Timetable:  
Teacher Feedback

The teacher comments on the following criteria:

The student ...

A-5.2a sequences items in different ways

LC-6.1a understands the basic usage of the topic marker *wa*

LC-1.3a uses words and phrases in familiar contexts

ひにち: \_\_\_\_\_

\_\_\_\_\_さんへ、

*When you made your school timetable, I noticed that you ...*☺

*I also noticed ...*

*Next time you may want to try ...*

From \_\_\_\_\_

## わたしの じかんわり / My School Timetable: Peer Assessment

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

### My reflections on your work

• In your school timetable, I noticed ...

A compliment ...

Some advice for next time ...

### Student Response to Peer Assessment

なまえ: \_\_\_\_\_

**When I read my peer's comments on my work ...**

S-3.1a • I realize that I was successful at ...

S-3.1a • I have learned that next time I could ...

## わたしの じかんわり / My School Timetable: Rubric

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

Level	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
<b>The student ...</b>					
<b>A-5.2a, LC-6.1a</b> • <b>puts items in order</b>	presents items in the timetable in a <b>purposeful</b> order <input type="checkbox"/>	presents items in the timetable in a <b>systematic</b> order <input type="checkbox"/>	presents items in the timetable in a <b>simplistic</b> order <input type="checkbox"/>	presents items in the timetable in a <b>haphazard</b> order <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>LC-1.2a, LC-1.3a</b> • <b>uses familiar language</b>	uses <b>relevant</b> , familiar words, phrases and sentences <input type="checkbox"/>	uses <b>appropriate</b> , familiar words, phrases and sentences <input type="checkbox"/>	uses <b>related</b> , familiar words, phrases and sentences <input type="checkbox"/>	uses <b>unrelated</b> but familiar words, phrases and sentences <input type="checkbox"/>	

## どくしよしゅうかん / Celebrate Reading Week

### Student's Performance Task Description

It is *どくしよしゅうかん / Celebrate Reading Week* at your school. Your class has been reading simple Japanese stories and poems. You have been talking about how the stories and poems make you feel and about your favourite parts or characters. As part of a *どくしよしゅうかん / Celebrate Reading Week* display in your school, you will create a poster, brochure, letter, card or booklet that illustrates your discussions about a Japanese story or poem.

Principal Outcomes	
<i>A-2 To express feelings and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, feelings, opinions, preferences</b> a. identify favourite people, places or things b. express a personal response to a variety of situations
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> b. make connections between individuals or situations in texts and their own personal experiences
Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.2 writing systems</b> a. write basic hiragana
<i>LC-3 Produce texts</i>	<input type="checkbox"/> <b>LC-3.2 writing</b> a. produce short, simple written sentences in guided situations  <input type="checkbox"/> <b>LC-3.3 representing</b> a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide details
<b>Materials</b> <ul style="list-style-type: none"> <li>• Visual supports on walls regarding emotions and feelings</li> <li>• A brainstormed class list of useful vocabulary and structures; e.g., <i>I understand, I want, I feel, I hope, I wish, because</i></li> </ul>	

### Alternative Assessment Task

Using sentence prompts provided by the teacher, interview a classmate about his or her favourite Japanese story or poem. Discuss his or her favourite parts or characters and how the story or poem made him/her feel. Talk about the feelings/emotions expressed.

## どくしよしゅうかん / Celebrate Reading Week

### Performance Task Description

It is *どくしよしゅうかん / Celebrate Reading Week* at your school. Your class has been reading simple Japanese stories and poems. You have been talking about how the stories and poems make you feel and about your favourite parts or characters. As part of a *どくしよしゅうかん / Celebrate Reading Week* display in your school, you will create a poster, brochure, letter, card or booklet that illustrates your discussions about a Japanese story or poem.

### Instructions

1. Decide how you will share your work; e.g., poster, brochure, letter, card, booklet.
2. Choose a Japanese story or poem to share.
3. Share your favourite person, place or thing from the story or poem.
4. Share the different emotions and feelings portrayed in the story or poem.
5. How does the story or poem make you feel?
6. Use the following sentence starters to write your Japanese sentences.
  - わたしは、 \_\_\_\_\_ をよみました。 / I read \_\_\_\_\_.
  - わたしは、 \_\_\_\_\_ が好きです。 / I like \_\_\_\_\_.
  - \_\_\_\_\_ は、おもしろいほん (or はなし) です。 / \_\_\_\_\_ is an interesting book (or story).
  - \_\_\_\_\_ は、たのしいほん (or はなし) です。 / \_\_\_\_\_ is a fun book (or story).
  - \_\_\_\_\_ は、かなしいほん (or はなし) です。 / \_\_\_\_\_ is a sad book (or story).
7. Write, in English, about a time you shared the same feelings or experienced a similar situation as those in the story or poem.
8. Create your presentation for the display. Write your Japanese sentences and English explanation. Use pictures or other visuals to support your message.

### Evaluation Tools

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

どくしよしゅうかん / Celebrate Reading Week:  
Teacher Rating Scale

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

Criteria	Excellent	Very Good	Satisfactory	Not Yet
<b>The student ...</b>				
A-2.1a • identifies a favourite person, place or thing in the text	●	●	●	●
LC-1.2a, LC-3.2a • copies familiar hiragana words	●	●	●	●
LC-3.3a, S-2.3a • uses visuals to express meaning	●	●	●	●
GC-2.3b • makes a personal connection to characters or the situation in the text	●	●	●	●
<b>Comments</b>				

**どくしよしゅうかん / Celebrate Reading Week:  
Self-assessment Rating Scale**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

In this task, I could ...	Yes	Getting There	Not Yet
A-2.1a • share my favourite part or character from the story or poem I know this because ...			
A-2.1b • share how the story or poem made me feel I know this because ...			
GC-2.3b • explain, in English, what I have in common with the character or the situation in the story or poem I know this because ...			
LC-1.2a • use the sentence starters my teacher gave me LC-3.2a to write my Japanese sentences I know this because ...			
LC-3.3a • use pictures or other visuals to help explain S-2.3a my message I know this because ...			

**I am proud of my どくしよしゅうかん / Celebrate Reading Week display because ...**

**どくしよしゅうかん / Celebrate Reading Week:  
Peer-assessment Rating Scale**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

\_\_\_\_\_ さんへの フィードバック

You could ...		Yes	Getting There	Not Yet	Feedback
A-2.1b, LC-3.2a	<ul style="list-style-type: none"> <li>write, in Japanese, how the story or poem made you feel</li> </ul>				
A-2.1a, LC-3.2a	<ul style="list-style-type: none"> <li>write, in Japanese, about your favourite part of the story or poem</li> </ul>				
LC-3.3a, S-2.3a	<ul style="list-style-type: none"> <li>display your presentation in an interesting way</li> </ul>				
<b>A compliment I would like to pay you is ...</b>					
<b>Some advice for next time would be ...</b>					
<b>My partner's response to my feedback ...</b>					

## どくしよしゅうかん / Celebrate Reading Week: Rubric

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

Level The student ...	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
<b>A-2.1a, A-2.1b</b> • <b>expresses feelings about favourite parts of the text</b>	expresses feelings and identifies favourite parts of the text in an <b>articulate, detailed and comprehensive</b> manner <input type="checkbox"/>	expresses feelings and identifies favourite parts of the text in a <b>thoughtful and complete</b> manner <input type="checkbox"/>	expresses feelings and identifies favourite parts of the text in an <b>appropriate and simplistic</b> manner <input type="checkbox"/>	expresses feelings and identifies favourite parts of the text in an <b>superficial and vague</b> manner <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>GC-2.3b</b> • <b>makes a personal connection with the text</b>	makes an <b>insightful</b> personal connection with the text <input type="checkbox"/>	makes a <b>thoughtful</b> personal connection with the text <input type="checkbox"/>	makes a <b>general</b> personal connection with the text <input type="checkbox"/>	makes a <b>superficial</b> personal connection with the text <input type="checkbox"/>	
<b>LC-1.2a, LC-3.2a</b> • <b>creates simple sentences and uses familiar words</b>	creates simple sentences that are <b>accurate</b> and uses familiar words <b>effectively</b> <input type="checkbox"/>	creates simple sentences that are <b>mostly accurate</b> and uses familiar words <b>appropriately</b> <input type="checkbox"/>	creates simple sentences that are <b>somewhat accurate</b> and uses familiar words <b>simplistically but with occasional errors</b> <input type="checkbox"/>	creates simple sentences that are <b>inaccurate</b> and/or uses familiar words <b>inappropriately</b> <input type="checkbox"/>	
<b>LC-3.3a, S-2.3a</b> • <b>use visuals to support presentation</b>	uses <b>vivid</b> visuals to <b>significantly enhance</b> presentation <input type="checkbox"/>	uses <b>interesting</b> visuals to <b>substantially improve</b> presentation <input type="checkbox"/>	uses <b>simplistic</b> visuals to <b>support</b> presentation <input type="checkbox"/>	visuals <b>lack appeal</b> and/or <b>do little to support</b> presentation <input type="checkbox"/>	

## ぶんかセンターの けいじばん / Cultural Centre Bulletin Board

### Student's Performance Task Description

A cultural centre in your community has asked local second-language classes to take turns creating educational bulletin board displays about languages for the centre. Your Japanese class has decided to create a bulletin board display showing how different languages are written, using examples from your own community.

### Principal Outcomes

<i>GC-1 Historical and contemporary elements of Japanese culture</i>	<input type="checkbox"/> <b>GC-1.3 applying cultural knowledge</b> a. identify elements of Japanese culture in the school and community
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.2 general language knowledge</b> a. identify differences and similarities among writing systems from different languages within their personal experience

### Supporting Outcomes

<i>S-1 Language learning</i>	<input type="checkbox"/> <b>S-1.1 cognitive</b> a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., identify similarities and differences in writing systems
------------------------------	---

### Materials

- Samples of writing in other languages from the community; e.g., menus; pamphlets; information from a cultural centre, public library or yellow pages; publications from a legion or health clinic

### Alternative Assessment Task

Create a poster for display in the classroom that shows an example of the writing system of a different language and a statement about how it is both different from and similar to English.

## ぶんかセンターの けいじばん / Cultural Centre Bulletin Board

### Performance Task Description

A cultural centre in your community has asked local second-language classes to take turns creating educational bulletin board displays about languages for the centre. Your Japanese class has decided to create a bulletin board display showing how different languages are written, using examples from your own community.

### Instructions

1. Think about or look at examples of writing in different languages from your community.
2. With a partner or in a small group, discuss how the writing systems of the different languages seem both different from and similar to English.
3. With your teacher's help, discuss how the writing systems of the different languages seem both different from and similar to one another.
4. On a piece of blank paper, paste an example of writing in a different language and write a statement about it; e.g., "Letters in Cantonese look like pictures."
5. Share your writing example and statement with your classmates.

### Evaluation Tools

- Teacher Rating Scale and Checklist
- Self-assessment
- Peer Assessment

**ぶんかセンターの けいじばん / Cultural Centre Bulletin Board:  
Teacher Rating Scale and Checklist**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

Criteria	Excellent	Very Good	Satisfactory	Not Yet
<b>The student ...</b>				
GC-1.3a • identifies elements of Japanese culture in the classroom	●	●	●	●
GC-2.2a • identifies differences and similarities among the writing systems of different languages in the presentation	●	●	●	●
<b>Checklist Criteria</b>				
<b>The student ...</b>			Yes	Not Yet
S-1.1a • uses cognitive strategies, with guidance, to enhance language learning; e.g., identifies similarities and differences in writing systems			<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments</b>				

ぶんかセンターの けいじばん / Cultural Centre Bulletin Board:  
Self-assessment

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

**Criteria:** GC-1.3a, GC-2.2a, S-1.1a The student identifies elements of the culture in the school and community; identifies differences and similarities in writing systems

My sample is from this language ...	Where does the sample come from?	How is this sample different from other types of writing?	How is this writing similar to other types of writing?

What I have learned about the writing systems of other languages ...

I would like to learn more about ...

ぶんかセンターの けいじばん / Cultural Centre Bulletin Board:  
Peer Assessment

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

**S-1.1a My reflections on your work**

On your display for the bulletin board, I noticed that what you did really well was ...

Something I learned from your display was ...

Something I would suggest is ...

**Student Response to Peer Assessment**

なまえ: \_\_\_\_\_

**When I read my peer's comments on my work ...**

- I realize that I was successful at ...
- I have learned that next time I could ...

## きんようびに したいこと / Friday Activity

### Student's Performance Task Description

Each Friday, your teacher will choose a card that has a suggested きんようびに したいこと / Friday Activity written by a student in your Japanese class. The activity will be used to practise Japanese in that day's lesson. Think of a きんようびに したいこと / Friday Activity, write it on your card and submit it to your teacher.

### Principal Outcomes

<b>A-3 To get things done</b>	<input type="checkbox"/> <b>A-3.2 state personal actions</b> b. express a wish or a desire to do something  <input type="checkbox"/> <b>A-3.3 manage group actions</b> a. ask for help or for clarification of what is being said or done in the group
-------------------------------	--

### Supporting Outcomes

<b>LC-3 Produce texts</b>	<input type="checkbox"/> <b>LC-3.2 writing</b> a. produce short, simple written sentences in guided situations
<b>LC-5 Apply knowledge of the sociolinguistic/ sociocultural context</b>	<input type="checkbox"/> <b>LC-5.4 social conventions</b> a. use basic conventions of politeness

### Materials

- A brainstormed list of suggested activities to practise Japanese

### Alternative Assessment Task

Your teacher will be away from school for a day and is not able to get a Japanese-speaking substitute. Your teacher has asked each of you to e-mail a short note, in Japanese, suggesting an activity you could do to practise Japanese while your teacher is away.

## きんようびに したいこと / Friday Activity

### Performance Task Description

Each Friday, your teacher will choose a card that has a suggested きんようびに したいこと / Friday Activity written by a student in your Japanese class. The activity will be used to practise Japanese in that day's lesson. Think of a きんようびに したいこと / Friday Activity, write it on your card and submit it to your teacher.

### Instructions

1. Think of an activity that could be used to practise Japanese.
2. Your teacher will give you a small card on which you will write your suggested activity in Japanese.

### Sample

\_\_\_\_\_ せんせいへ、 / Dear Mrs. \_\_\_\_\_,

わたしは きんようびに \_\_\_\_\_ を (したい/よみたい/  
つくりたい) です。 / I want to \_\_\_\_\_ (play/do/read/make)  
\_\_\_\_\_ on Friday.

よろしくおねがいします。 / Thank you for your consideration.  
\_\_\_\_\_ (student's name)

3. Submit the card to the teacher.

### Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale
- Teacher or Peer Assessment

きんようびに したいこと / Friday Activity: Teacher Rating Scale

なまえ: \_\_\_\_\_ ひにち: \_\_\_\_\_

The student can ... Yes A Good Start Not Yet

A-3.2b • express a wish or a desire to do something

A-3.3a • ask for help or for clarification

LC-3.2a • produce short, simple written sentences in Japanese

LC-5.4a • use basic conventions of politeness

Strengths

Challenges



きんようびに したいこと / Friday Activity: Teacher Rating Scale

なまえ: \_\_\_\_\_ ひにち: \_\_\_\_\_

The student can ... Yes A Good Start Not Yet

A-3.2b • express a wish or a desire to do something

A-3.3a • ask for help or for clarification

LC-3.2a • produce short, simple written sentences in Japanese

LC-5.4a • use basic conventions of politeness

Strengths

Challenges

**きんようびに したいこと / Friday Activity:  
Self-assessment Rating Scale**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

I can ...	Yes	A Good Start	Not Yet	I know this because ...
<p>A-3.2b</p> <ul style="list-style-type: none"> <li>• suggest a Friday activity I want to do</li> </ul>				
<p>LC-3.2a, LC-5.4a</p> <ul style="list-style-type: none"> <li>• write my card, using polite words</li> </ul>				

きんようびに したいこと / Friday Activity:  
Teacher or Peer Assessment

The student or teacher may comment on the following criteria:

The student ...

A-3.2b expresses a wish or a desire to do something

A-3.3a asks for help or for clarification of the group

LC-3.2a produces simple sentences

LC-5.4a uses basic conventions of politeness

ひにち: \_\_\_\_\_  
\_\_\_\_\_さんへ,

*When you made your suggestion card for the Friday Activity, I noticed that you...☺*

*I also noticed...*

*Next time you may want to try ...*

*From* \_\_\_\_\_

## ぶんかについての アイディア / Ideas about Culture

### Student's Performance Task Description

Your school is holding an Open House where your class will showcase Japanese culture. With your teacher, you and your classmates will review your knowledge of Japanese culture and choose examples to display.

### Principal Outcomes

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

- GC-1.1 accessing/analyzing cultural knowledge**
  - a. make observations of Japanese culture
- GC-1.4 diversity within Japanese culture**
  - a. identify some elements that reflect diversity within Japanese culture

### Supporting Outcomes

*S-3 General learning*

- S-3.1 cognitive**
  - a. use simple cognitive strategies to enhance general learning; e.g., use mental images, connect what is already known with what is being learned

### Materials

- Small sticky notes or chart paper

### Alternative Assessment Task

Your Japanese class will conduct a cultural exchange with a Grade 5 class of another language. Think of different aspects of Japanese culture and create displays, activities or performances to illustrate them.

## ぶんかについての アイディア / Ideas about Culture

### Performance Task Description

Your school is holding an Open House where your class will showcase Japanese culture. With your teacher, you and your classmates will review your knowledge of Japanese culture and choose examples to display.

### Instructions

1. Your teacher will give you sticky notes.
2. On each sticky note, write a single idea or fact about Japanese culture; e.g., on one sticky note, write the name of a Japanese meal; on another sticky note, write the name of a sport that is very popular in Japan.
3. If you are having trouble remembering information about Japanese culture, think about how you can find this information around you. Look at the posters on the wall, check in textbooks, look in your notebook or think about a cultural experience you have had.
4. Gather all of your sticky notes and put them on the board.
5. With your teacher's help, create categories; e.g., all the food items would go under a category called たべもの / FOOD.
6. Use your categories to help you decide which items to showcase at the Open House; e.g., traditional clothing, musical instruments, objects.

### Evaluation Tools

- Student Reflections
- Teacher Feedback to Student Reflections
- Observation Checklist

**ぶんかについての アイディア / Ideas about Culture:  
Student Reflections**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

<p><i>GC-1.1a</i></p> <ul style="list-style-type: none"> <li>• observations of the culture</li> </ul> <p><i>GC-1.4a</i></p> <ul style="list-style-type: none"> <li>• identify elements of culture</li> </ul> <p><i>S-3.1a</i></p> <ul style="list-style-type: none"> <li>• use mental images to remember new information</li> </ul>	<p>When I put my sticky notes on the board to share ideas about Japanese culture with the class, I noticed ...</p>
<p><i>GC-1.1a</i></p> <ul style="list-style-type: none"> <li>• observations of the culture</li> </ul> <p><i>GC-1.4a</i></p> <ul style="list-style-type: none"> <li>• identify elements of culture</li> </ul> <p><i>S-3.1a</i></p> <ul style="list-style-type: none"> <li>• connect what is already known with what is being learned</li> </ul>	<p>After reading all my classmates' sticky notes, what I learned about Japanese culture today was ...</p>

ぶんかについての アイディア / Ideas about Culture:  
Teacher Feedback to Student Reflections

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

**GC-1.1a**

- observations of the culture

**GC-1.4a**

- identify elements of culture

**S-3.1a**

- cognitive strategies; e.g., use mental images to remember new information

On your reflections about the cultural activity, I noticed ...

A suggestion I would like to offer is ...



ぶんかについての アイディア / Ideas about Culture:  
Teacher Feedback to Student Reflections

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

**GC-1.1a**

- observations of the culture

**GC-1.4a**

- identify elements of culture

**S-3.1a**

- cognitive strategies; e.g., use mental images to remember new information

On your reflections about the cultural activity, I noticed ...

A suggestion I would like to offer is ...

**ぶんかについての アイディア / Ideas about Culture:  
Observation Checklist**

ひにち: \_\_\_\_\_

**Criteria: GC-1.1a The student makes observations about the culture**

Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**

## がっこう ちょうさ / Investigating the School

### Student's Performance Task Description

The Parent Council has offered to buy materials to help support the school's Japanese program but they need to know what materials the school has before they purchase anything. Your class has been asked to collect and give this information to the Parent Council. Tour the school to look for evidence of Japanese language and culture. Share your observations with others.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> c. describe people, places and things
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.1 discover and explore</b> a. make and talk about personal observations  <input type="checkbox"/> <b>A-5.2 gather and organize information</b> b. record and share personal knowledge of a topic
<i>GC-1 Historical and contemporary elements of Japanese culture</i>	<input type="checkbox"/> <b>GC-1.3 applying cultural knowledge</b> a. identify elements of Japanese culture in the school and community

Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.3 lexicon</b> a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields
<i>LC-3 Produce texts</i>	<input type="checkbox"/> <b>LC-3.1 speaking</b> a. produce short, simple spoken sentences in guided situations

### Materials

- A brainstormed list of possible elements of Japanese language and culture; e.g., date, food, families
- Visual support of places in the school and prepositions of place; e.g., on, above, in, beside

### Alternative Assessment Task

Gather information about the elements of Japanese language and culture you observe in your home and community (e.g., in magazines; from CDs, DVDs and art; in the library; on bulletin boards at the grocery store) and create a display. Include a brief description, in Japanese, of where each item was found.

## がっこう ちょうさ / Investigating the School

### Performance Task Description

The Parent Council has offered to buy materials to help support the school's Japanese program but they need to know what materials the school has before they purchase anything. Your class has been asked to collect and give this information to the Parent Council. Tour the school to look for evidence of Japanese language and culture. Share your observations with others.

### Instructions

1. With your teacher and classmates, brainstorm some of the people, places and things that you might find in your school that reflect Japanese language and culture; e.g., signs, library books, posters, places in the school, people.
2. With your teacher's help, create a chart that you will use to record information about examples of Japanese language and culture.

### Sample chart

	ぶんかの れい / Examples of Culture	どこ? / Where?
1.		
2.		
3.		
4.		
5.		
6.		

3. Take an investigative tour of your school and look for elements of Japanese language and culture.
4. Record your results or findings on your chart, in Japanese.
5. Use your chart to discuss, in Japanese, your observations with classmates and to make a full list of materials to buy for the school.

### Evaluation Tools

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

がっこう ちょうさ / Investigating the School:  
Teacher Checklist

ひにち: \_\_\_\_\_

The students can ...	A-5.1a make and talk about personal observations		GC-1.3a identify elements of Japanese culture in the school and community		A-5.2b record and share personal knowledge of the topic	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
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30.						

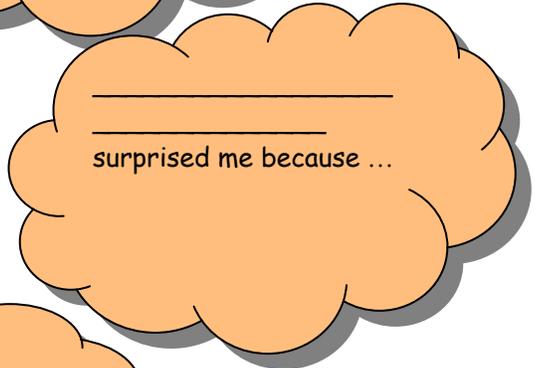
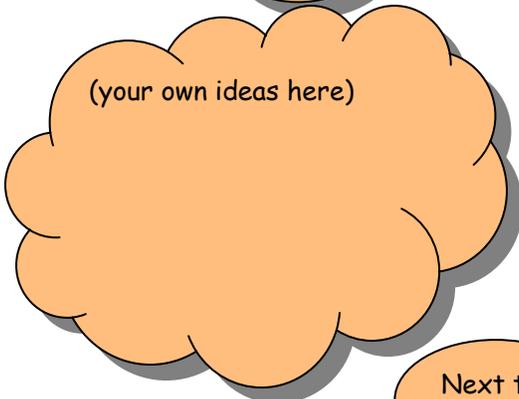
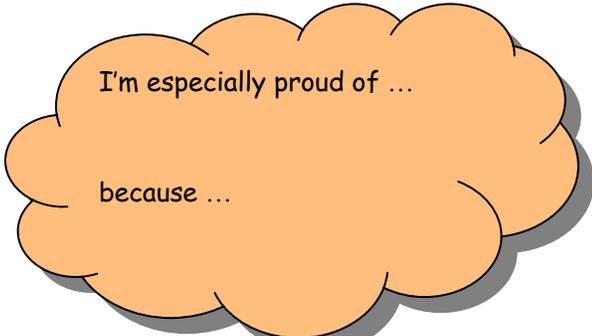
がっこう ちょうさ / Investigating the School:  
Self-assessment and Goal Setting

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, GC-1.3a • finding information in my school about Japanese language and culture
- A-1.1c • describing what I found and where I found it
- A-5.2b • using a chart to record what I found
- LC-3.1a • using simple sentences when talking to someone else



がっこう ちょうさ / Investigating the School:  
Peer Assessment

Provide positive feedback to up to four of your classmates using the cards below  
(A-1.1c, A-5.2b, LC-1.3a, LC-3.1a)

ひにち: \_\_\_\_\_

**Criteria: described what elements of Japanese language and culture you found in the school and where you found them**

\_\_\_\_\_ さんへ、  
When you presented your school investigation, I noticed you ... ☺

From \_\_\_\_\_

ひにち: \_\_\_\_\_

**Criteria: described what elements of Japanese language and culture you found in the school and where you found them**

\_\_\_\_\_ さんへ、  
When you presented your school investigation, I noticed you ... ☺

From \_\_\_\_\_



ひにち: \_\_\_\_\_

**Criteria: described what elements of Japanese language and culture you found in the school and where you found them**

\_\_\_\_\_ さんへ、  
When you presented your school investigation, I noticed you ... ☺

From \_\_\_\_\_

ひにち: \_\_\_\_\_

**Criteria: described what elements of Japanese language and culture you found in the school and where you found them**

\_\_\_\_\_ さんへ、  
When you presented your school investigation, I noticed you ... ☺

From \_\_\_\_\_



## ことばを たのしむ / Just for Fun

### Student's Performance Task Description

The principal of your school has asked your Japanese class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

### Principal Outcomes

<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.1 humour/fun</b> a. use the language for fun <input type="checkbox"/> <b>A-6.2 creative/aesthetic purposes</b> a. use the language creatively <input type="checkbox"/> <b>A-6.3 personal enjoyment</b> a. use the language for personal enjoyment
--	--

### Supporting Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.2 gather and organize information</b> a. sequence items in different ways
<i>LC-3 Produce texts</i>	<input type="checkbox"/> <b>LC-3.2 writing</b> a. produce short, simple written sentences in guided situations <input type="checkbox"/> <b>LC-3.3 representing</b> a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations
<i>LC-6 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-6.1 cohesion/coherence</b> a. understand the basic usage of the topic marker <i>wa</i> <input type="checkbox"/> <b>LC-6.2 text forms</b> a. recognize some simple oral text forms
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide details

### Materials

- Examples of various simple comic strips
- Materials to create original comic strips

### Alternative Assessment Task

Your class has been reading cartoons as examples of Japanese humour. Use your own sense of humour to write captions, in Japanese, for comic strips or picture stories.

## ことばを たのしむ / Just for Fun

### Performance Task Description

The principal of your school has asked your Japanese class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

### Instructions

1. Look at the examples of different comic strips to get ideas for writing your own comic strip.
2. Brainstorm some funny situations with your classmates.
3. Choose one of these situations and think about how you could tell this story. Make sure your comic strip is respectful.
4. Create your own comic strip, using simple Japanese sentences and pictures to express your message.
5. Submit your comic strip to the teacher.

### Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale and Teacher Feedback
- Peer-assessment Rating Scale
- Rubric

## ことばを たのしむ / Just for Fun: Teacher Rating Scale

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• demonstrate humour and creativity			
LC-3.2a	• use simple sentences, in Japanese, to describe the events of a simple story			
LC-6.1a	• understand the basic usage of the topic marker <i>wa</i>			
A-5.2a, LC-6.1a, LC-3.2a	• sequence events in a logical way			
LC-3.3a	• use visuals to express meaning			



## ことばを たのしむ / Just for Fun: Teacher Rating Scale

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• demonstrate humour and creativity			
LC-3.2a	• use simple sentences, in Japanese, to describe the events of a simple story			
LC-6.1a	• understand the basic usage of the topic marker <i>wa</i>			
A-5.2a, LC-6.1a, LC-3.2a	• sequence events in a logical way			
LC-3.3a	• use visuals to express meaning			

**ことばを たのしむ / Just for Fun:  
Self-assessment Rating Scale and Teacher Feedback**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

<b>ことばを たのしむ / Just for Fun: Self-assessment Rating Scale</b>		<b>Yes</b>	<b>A Good Start</b>	<b>Not Yet</b>
<b>In my comic strip, I can ...</b>				
LC-3.2a, LC-6.1a	• tell a simple story			
A-6.1a, A-6.2a	• write a funny story			
S-2.3a	• use illustrations to go with my story			
A-6.3a LC-3.3a	• show a funny situation			
LC-3.3a	• use pictures and captions to tell my story			
<p><b>When I think about making a comic strip, I ...</b></p>  <p><b>What I would do next time is ...</b></p>				
<b>ことばを たのしむ / Just for Fun: Teacher Feedback</b>				
<p><b>Based on the criteria above, I ...</b></p>    				

**ことばを たのしむ / Just for Fun:  
Peer-assessment Rating Scale**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

\_\_\_\_\_ さんへの フィードバック

You can ...		Yes	A Good Start	Not Yet	Feedback
A-6.1a, A-6.2a	<ul style="list-style-type: none"> <li>use the language creatively and for fun</li> </ul>				
LC-6.1a, LC-6.2a, LC-3.2a	<ul style="list-style-type: none"> <li>tell a story that makes sense in your comic strip</li> </ul>				
LC-3.3a, S-2.3a, A-6.3a	<ul style="list-style-type: none"> <li>use pictures to tell your story and make it funny</li> </ul>				
<b>Something I really liked about your comic strip was ...</b>					
<b>Some advice for next time would be ...</b>					
<b>My partner's response to my feedback ...</b>					

## ことばを たのしむ / Just for Fun: Rubric

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

Level	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
The student ...					
<b>A-6.1a, A-6.2a</b> • <b>uses the language to express creativity and for fun</b>	uses the language <b>effectively</b> to express creativity and for fun	uses the language <b>thoughtfully</b> to express creativity and for fun	uses the language <b>simplistically</b> to express creativity and for fun	uses the language <b>ineffectively</b> to express creativity and for fun	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>A-5.2a, LC-3.2a, LC-6.1a</b> • <b>writes simple sentences to sequence events</b>	writes <b>precise</b> simple sentences to sequence events in an <b>insightful</b> manner	writes <b>correct</b> simple sentences to sequence events in a <b>logical</b> manner	writes <b>partially correct</b> simple sentences to sequence events in a <b>simplistic</b> manner	writes <b>incorrect</b> simple sentences and/or the sequence of events is <b>confusing</b>	
<b>LC-3.3a, S-2.3a</b> • <b>uses visuals to support presentation</b>	uses <b>compelling</b> visuals to support presentation	uses <b>effective</b> visuals to support presentation	uses <b>predictable</b> visuals to support presentation	may use visuals but they <b>do little</b> to support presentation	

## ことばは たいせつ / Languages Are Important

### Student's Performance Task Description

Your school principal is considering expanding your school's second-language program and would like to know how knowing other languages and cultures is valuable. Share your thoughts with your school principal.

### Principal Outcomes

#### *GC-3 Personal growth and future opportunities*

- GC-3.1 Japanese language and culture**
  - a. identify some reasons for learning Japanese
- GC-3.2 cultural and linguistic diversity**
  - a. identify some personal uses they have made of their knowledge of different languages and cultures

### Supporting Outcomes

#### *S-3 General learning*

- S-3.2 metacognitive**
  - a. use simple metacognitive strategies to enhance general learning; e.g., reflect upon your thinking processes and how you learn, keep a learning log
- S-3.3 social/affective**
  - a. use simple social and affective strategies to enhance general learning; e.g., participate in cooperative learning activities, brainstorm

### Materials

- Chart paper or a whiteboard to record responses

### Alternative Assessment Task

Write to a grandparent or other older relative who does not live near you and tell them about your Japanese class. Explain to your relative why you think knowing other languages and cultures is helpful.

## ことばは たいせつ / Languages Are Important

### Performance Task Description

Your school principal is considering expanding your school's second-language program and would like to know how knowing other languages and cultures is valuable. Share your thoughts with your school principal.

### Instructions

1. Think about how learning Japanese has been helpful to you or to someone you know.
2. With your classmates, brainstorm answers to the following sentence: "Learning Japanese has been helpful because ..."
3. Think about how knowing about other languages and cultures has been helpful to you.
4. With your classmates, participate in a discussion about other languages and cultures.
5. In a language learning log, journal or in your notebook, write down your thoughts about:
  - a. how learning Japanese has been helpful to you
  - b. how other languages and cultures you know about have been helpful to you.

### Evaluation Tools

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

**ことばは たいせつ / Languages Are Important:  
Teacher Rating Scale**

ひにち: \_\_\_\_\_

The students can ...	GC-3.1a identify some reasons for learning Japanese			GC-3.2 identify some personal uses they have made of their knowledge of different languages and cultures		
	Yes	A Good Start	Not Yet	Yes	A Good Start	Not Yet
1.						
2.						
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**ことばは たいせつ / Languages Are Important:  
Self-assessment Rating Scale and Teacher Feedback**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

**ことばは たいせつ / Languages Are Important:  
Self-assessment Rating Scale**

In this activity ...		Yes	A Good Start	Not Yet
S-3.2a	<ul style="list-style-type: none"> <li>• I used my thinking time well</li> </ul>			
S-3.3a	<ul style="list-style-type: none"> <li>• I actively participated in class brainstorming</li> </ul>			
GC-3.1a	<ul style="list-style-type: none"> <li>• I explained how knowing about Japanese language and culture has been useful to me</li> </ul>			
GC-3.2a	<ul style="list-style-type: none"> <li>• I explained how knowing about other languages and cultures has been useful to me</li> </ul>			

Please notice ...

If I could participate in a similar activity again, I would ...

**ことばは たいせつ / Languages Are Important: Teacher Feedback**

Regarding your self-assessment, I would like to tell you ...

ことばは たいせつ / Languages Are Important:  
Self-assessment

なまえ: \_\_\_\_\_ ひにち: \_\_\_\_\_

S-3.2a Taking the time to think about how languages and cultures have been helpful to me is beneficial because ...

S-3.3a Participating in a class discussion can help me because ...

S-3.2a Writing my thoughts about languages and cultures can help me because ...



ことばは たいせつ / Languages Are Important:  
Self-assessment

なまえ: \_\_\_\_\_ ひにち: \_\_\_\_\_

S-3.2a Taking the time to think about how languages and cultures have been helpful to me is beneficial because ...

S-3.3a Participating in a class discussion can help me because ...

S-3.2a Writing my thoughts about languages and cultures can help me because ...

## うたいましょう! / Let's Sing!

### Student's Performance Task Description

Your teacher wants your Japanese class to share something about the Japanese culture with another group of students. Your class has decided to learn a song, rhyme or chant popular with children your age in the Japanese culture and teach it to the other students.

Principal Outcomes	
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.1 humour/fun</b> a. use the language for fun
<i>GC-1 Historical and contemporary elements of Japanese culture</i>	<input type="checkbox"/> <b>GC-1.2 knowledge of Japanese culture</b> a. participate in activities and experiences that reflect elements of Japanese culture  <input type="checkbox"/> <b>GC-1.5 valuing Japanese culture</b> a. participate in cultural activities and experiences

Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.1 sound system</b> b. pronounce familiar words and phrases properly

### Materials

- A written copy of a Japanese song, rhyme or chant; e.g., a skipping rhyme, clapping chant or popular children's song
- A recording of the song, rhyme or chant to use as a model
- Additional information about the song, rhyme or chant; e.g., its origins, meaning or most common usage

### Alternative Assessment Task

Learn the birthday song in Japanese. Sing the song whenever someone in your Japanese class has a birthday.

**うたいましょう! / Let's Sing!****Performance Task Description**

Your teacher wants your Japanese class to share something about the Japanese culture with another group of students. Your class has decided to learn a song, rhyme or chant popular with children your age in the Japanese culture and teach it to the other students.

**Instructions**

1. With your teacher's help, learn a popular Japanese song, rhyme or chant.
2. Learn information about the song, rhyme or chant; e.g., what it means; how it was created; whether children sing it at home, at school or in the community.
3. Practise the song, rhyme or chant until you think you can teach it to someone else.
4. Perform your song, rhyme or chant for your classmates, then tell them some interesting information you found out about it.
5. Teach your song, rhyme or chant to the other students until they can perform it as well.

**Evaluation Tools**

- Observation Checklist
- Self-assessment
- Peer Assessment

## うたいましょう! / Let's Sing!: Observation Checklist

ひにち: \_\_\_\_\_

<b>Criteria: LC-1.1b The student pronounces familiar words and phrases properly</b>			
<b>Student</b>	<b>Met</b>	<b>Not Yet</b>	<b>I noticed ...</b>
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
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9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
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24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Considerations for future planning</b>			

## うたいましょう! / Let's Sing!: Self-assessment

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<u>Criteria</u> A-6.1a, • when I learned GC-1.2a, the song, GC-1.5a rhyme or chant?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> GC-1.2a, • when I told GC-1.5a, someone else LC-1.1b about the song, rhyme or chant?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> GC-1.2a, • when I taught GC-1.5a the song, rhyme or chant to someone else?	I also noticed that I need help with ...	next time, I will ...

うたいましょう! / Let's Sing!: Peer Assessment

なまえ: _____ ひにち: _____	
Name of the student who taught me a song, rhyme or chant _____	
You taught me _____	
GC-1.2a, GC-1.5a I enjoyed ...	I learned ...



うたいましょう! / Let's Sing!: Peer Assessment

なまえ: _____ ひにち: _____	
Name of the student who taught me a song, rhyme or chant _____	
You taught me _____	
GC-1.2a, GC-1.5a I enjoyed ...	I learned ...

## ひるごはんの もんだい / Lunch Program Problem

### Student's Performance Task Description

The Parent Council has concerns about the school's lunch program. They feel the current selection of food in the program is unhealthy. Your teacher has volunteered to come to the next Parent Council meeting to offer solutions to this problem. As students are the ones using the lunch program, your teacher has asked your Japanese class to discuss the problem and come up with possible solutions.

### Principal Outcomes

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

- A-5.2 gather and organize information**
  - b. record and share personal knowledge of a topic
- A-5.3 solve problems**
  - a. identify a problem, and offer or search for solutions
  - b. choose between alternative solutions

### Supporting Outcomes

**LC-1** *Attend to form*

- LC-1.3 lexicon**
  - a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

**LC-3** *Produce texts*

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

### Materials

- A menu of the school lunch program, featuring unhealthy foods

### Alternative Assessment Task

Your Japanese teacher has noticed that many of your classmates are spending class time discussing issues at home; e.g., "I want more time on the computer" or "My mom says my room is messy". Your teacher has offered to help you discuss these problems and find solutions. Discuss the problems, their possible solutions and choose a solution to present to your parents.

## ひるごはんの もんだい / Lunch Program Problem

### Performance Task Description

The Parent Council has concerns about the school's lunch program. They feel the current selection of food in the program is unhealthy. Your teacher has volunteered to come to the next Parent Council meeting to offer solutions to this problem. As students are the ones using the lunch program, your teacher has asked your Japanese class to discuss the problem and come up with possible solutions.

### Instructions

1. Read the current school lunch menu.
2. Write down any problems you see with the food choices on the menu.

### Sample phrases

- わたしたちのメニューをつくりましょう。 / Let's make our own menu.
  - \_\_\_\_\_ は、からだにいいです。 / \_\_\_\_\_ is good for you.
  - \_\_\_\_\_ は、からだにわるいです。 / \_\_\_\_\_ is bad for you.
  - \_\_\_\_\_ をたべましょう。 / Let's eat \_\_\_\_\_.
  - \_\_\_\_\_ をのみましょう。 / Let's drink \_\_\_\_\_.
3. In a small group, write a healthy menu in Japanese.
  4. Share the menu with the rest of the class.
  5. Decide which menu(s) should be presented to the Parent Council.

### Evaluation Tools

- Teacher Rating Scale
- Teacher Checklist
- Self-assessment Rating Scale and Goal Setting

## ひるごはんの もんだい / Lunch Program Problem: Teacher Rating Scale

ひにち: \_\_\_\_\_

Student	A-5.2b records and shares personal knowledge about healthy foods				LC-3.2a produces simple written sentences in guided situations			
	correctly	mostly correctly	somewhat correctly	incorrectly	almost error-free	few errors	some errors	many errors
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ひるごはんの もんだい / Lunch Program Problem:  
Teacher Checklist

ひにち: \_\_\_\_\_

The students can ...	A-5.3a identify a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
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## ひるごはんの もんだい / Lunch Program Problem: Self-assessment Rating Scale and Goal Setting

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

When solving the problem, I could ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was				
A-5.3a	• help suggest solutions to the problem				
A-5.3b	• pick a solution to the problem				
LC-1.3a	• tell someone else what I know about healthy foods				
LC-1.3a	• use food vocabulary on a menu				
LC-1.3a	• say simple words and phrases				
<p><b>The next time I help solve a problem in Japanese, I will ...</b></p>          					

## えいがの じかん / Movie Time

### Student's Performance Task Description

Your family is going to the movies and you are allowed to invite a friend. Your friend needs more information about the movie so that he or she can ask permission to go with you.

### Principal Outcomes

<i>A-1 To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> a. ask for and provide information b. respond to simple, predictable questions
--	--

### Supporting Outcomes

<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.3 lexicon</b> a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields
<i>LC-3 Produce texts</i>	<input type="checkbox"/> <b>LC-3.1 speaking</b> a. produce short, simple spoken sentences in guided situations
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. use a variety of simple productive strategies, with guidance; e.g., use resources to increase vocabulary

### Materials

- An overhead transparency of current information about movies playing in local movie theatres
- A list of brainstormed phrases and sentence prompts to post in the classroom
- Copies of movie listings for student use

### Alternative Assessment Task

Your parents have allowed you to invite two friends over for the evening and your friends need more information so they can ask permission to come over; e.g., where you live, telephone number, what time the evening starts and ends. Give this information, in Japanese, to your friends.

## えいがの じかん / Movie Time

### Performance Task Description

Your family is going to the movies and you are allowed to invite a friend. Your friend needs more information about the movie so that he or she can ask permission to go with you.

### Instructions

1. To help you think about what movie you will choose, look at some examples of movies playing in the local movie theatre.
2. From the listing, pick a movie for your family and your friend to see.
3. Use the following sentence starters to invite your friend to the movie and answer his or her questions.

#### Sample sentence starters

- えいがにいきませんか。 / Would you like to go see a movie?
  - \_\_\_\_\_ をみましょう。 / Let's watch \_\_\_\_\_.
  - いっしょにいきませんか。 / Would you like to come with me?
  - なにをみますか。 / What are we going to watch?
  - えいがは、なんじからですか。 / What time is the movie?
  - \_\_\_\_\_ は、\_\_\_\_\_ ようびの \_\_\_\_\_ じからです。 / \_\_\_\_\_ is playing at \_\_\_\_\_ (time) on \_\_\_\_\_ (day of the week).
4. Work with a partner to role-play the situation. Take turns playing each role.

### Evaluation Tools

- Teacher Checklist
- Self-assessment
- Peer-assessment Rating Scale

**えいがの じかん / Movie Time: Teacher Checklist**

ひにち: \_\_\_\_\_

The students can ...	A-1.1a, ask for A-1.1b, relevant LC-1.3a information		A-1.1a, provide A-1.1b, relevant LC-1.3a information	
	Yes	Not Yet	Yes	Not Yet
1.				
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## えいがの じかん / Movie Time: Self-assessment

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<p><u>Criteria</u> A-1.1a • when I gave my partner the information needed?</p> <p>LC-1.3a, • when I used the LC-3.1a, movie listings to S-2.3a give my partner information?</p>	I also noticed that I need help with ...	next time, I will ...
<p><u>Criteria</u> A-1.1a, • when I asked my A-1.1b, partner questions LC-1.3a to get the information I needed?</p> <p>S-2.3a • when I used the sentence prompts in the classroom?</p>	I also noticed that I need help with ...	next time, I will ...

**えいがの じかん / Movie Time:  
Peer-assessment Rating Scale**

なまえ: \_\_\_\_\_ ひにち: \_\_\_\_\_

\_\_\_\_\_ さんへの フィードバック

My partner could ...		Yes	Getting There	Not Yet	I know this because ...
A-1.1a, LC-3.1a	<ul style="list-style-type: none"><li>ask me questions</li></ul>				
A-1.1a, A-1.1b	<ul style="list-style-type: none"><li>give me information about the movie</li></ul>				
A compliment I would like to pay you is ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

## アドバイスする / Offering Advice

### Student's Performance Task Description

Another elementary school in your community is starting a second-language program and wants to promote the program to parents. You and your classmates have been asked to share how learning a second language, and how learning about another culture, is useful. Provide the elementary school with a list of reasons to offer a language and culture program so that the school can promote it.

### Principal Outcomes

**GC-3** *Personal growth and future opportunities*

- GC-3.1 Japanese language and culture**
  - a. identify some reasons for learning Japanese
- GC-3.2 cultural and linguistic diversity**
  - a. identify some personal uses they have made of their knowledge of different languages and cultures

### Supporting Outcomes

**S-3** *General learning*

- S-3.3 social/affective**
  - a. use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks, take part in group decision-making processes

### Materials

- Chart paper or a whiteboard to record student responses
- A brainstormed list of student-generated ideas about the personal uses and benefits of knowing another language

### Alternative Assessment Task

Your class has been asked to prepare materials to promote second-language programs for a display at the local mall. Create a poster that represents the ways in which you have been able to use your knowledge of Japanese language and culture, as well as other languages and cultures.

## アドバイスする / Offering Advice

### Performance Task Description

Another elementary school in your community is starting a second-language program and wants to promote the program to parents. You and your classmates have been asked to share how learning a second language, and how learning about another culture, is useful. Provide the elementary school with a list of reasons to offer a language and culture program so that the school can promote it.

### Instructions

1. Think about how learning Japanese has been helpful to you or to someone you know.
2. With your classmates, brainstorm answers to the following sentence: "Learning Japanese has been helpful because ..."
3. Think about how knowing about other languages and cultures has been helpful to you.
4. With your classmates, participate in a discussion about other languages and cultures.
5. Create a list of all of the ways that learning about other languages and cultures has been helpful to you.

### Evaluation Tools

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

**アドバイスする / Offering Advice: Observation Checklist**

ひにち: \_\_\_\_\_

**Criteria:** S-3.3a The student participates in paired and group discussions to generate ideas and share personal responses

Student	Uses Strategies	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
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13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
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17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**

アドバイスする / Offering Advice: Teacher Checklist

ひにち: \_\_\_\_\_

The students can ...	GC-3.1a identify some reasons for learning Japanese		GC-3.2a identify some personal uses they have made of their knowledge of different languages and cultures	
	Yes	A Good Start	Yes	A Good Start
1.				
2.				
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**アドバイスする / Offering Advice:  
Self-assessment Rating Scale**

なまえ: \_\_\_\_\_ ひにち: \_\_\_\_\_

During the Offering Advice activity, I could ...		Yes	A Good Start	Not Yet
GC-3.1a	<ul style="list-style-type: none"> <li>talk about how knowing about Japanese language and culture is helpful</li> </ul>			
GC-3.2a	<ul style="list-style-type: none"> <li>talk about how knowing about other languages and cultures is helpful</li> </ul>			
S-3.3a	<ul style="list-style-type: none"> <li>share my ideas and experiences in a class discussion</li> </ul>			



**アドバイスする / Offering Advice:  
Self-assessment Rating Scale**

なまえ: \_\_\_\_\_ ひにち: \_\_\_\_\_

During the Offering Advice activity, I could ...		Yes	A Good Start	Not Yet
GC-3.1a	<ul style="list-style-type: none"> <li>talk about how knowing about Japanese language and culture is helpful</li> </ul>			
GC-3.2a	<ul style="list-style-type: none"> <li>talk about how knowing about other languages and cultures is helpful</li> </ul>			
S-3.3a	<ul style="list-style-type: none"> <li>share my ideas and experiences in a class discussion</li> </ul>			

## いけんと かちかん / Opinions and Values

### Student's Performance Task Description

In health class, you have been discussing the connection between people's values and their behaviour and how that can lead to differences of opinions. Your teacher thinks this is an interesting topic and asks your Japanese class to find examples that illustrate this in a story and then share your findings, in English.

### Principal Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.4 explore opinions and values</b> a. make connections between behaviour and values b. recognize and respect differences of opinion
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.5 valuing diversity</b> a. engage in activities that reflect other ways of doing things or other perspectives

### Supporting Outcomes

<i>LC-6 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-6.1 cohesion/coherence</b> b. link words in simple ways
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### Materials

- Resources from health class that discuss values and behaviour
- A variety of children's texts (e.g., books, comics) that depict characters with opposing values or behaviours
- A brainstormed class list that includes positive (e.g., generosity, friendship), negative (e.g., greed, laziness) and neutral (e.g., privacy) values
- A brainstormed class list of sentence starters (e.g., I think, believe, prefer, like, dislike, agree, disagree) and connecting words (e.g., so, therefore, thus, and, but, because)

### Alternative Assessment Task

Think of some of the values that are important to you and how you act in ways to show their importance. Think of a time that you had a difference of opinion with someone about values or behaviours. Share your thoughts with someone else.

## いけんと ちかかん / Opinions and Values

### Performance Task Description

In health class, you have been discussing the connection between people's values and their behaviour and how that can lead to differences of opinions. Your teacher thinks this is an interesting topic and asks your Japanese class to find examples that illustrate this in a story and then share your findings, in English.

### Instructions

1. With a partner, choose a story where characters have different points of view and behave in opposite or conflicting ways.
2. You and your partner each choose a character and identify two or three behaviours shown by that character in the story.
3. Decide what values the characters demonstrated by each of these behaviours.
4. Think of one or two places in the story where you observed or imagined the characters to have different opinions about something.
5. Tell whether or not you share the same values as your character.
6. Explain your character's values and behaviour to your partner, in English. Your partner will explain his or her character's values and behaviour to you. Discuss how the characters' values and behaviour are different.

Use an organizer such as the following:

- テキストの タイトル / Title of the text \_\_\_\_\_
- どうじょう じんぶつ / Character \_\_\_\_\_
- こうどう / Behaviours \_\_\_\_\_
- Values demonstrated by these behaviours: (circle one)  
いい / good, わるい / bad, どちらともいえない / neutral

### Evaluation Tools

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

## いけんと かけかん / Opinions and Values: Observation Checklist

ひにち: \_\_\_\_\_

**Criteria: GC-2.5a** The student engages in activities that reflect other ways of doing things or other perspectives

Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**

いけんと かちかん / Opinions and Values:  
Self-assessment Rating Scale

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

I can ...		Yes	Getting There	Not Yet	I know this because ...
A-5.4a, GC-2.5a	<ul style="list-style-type: none"> <li>talk about the behaviour and values of someone else</li> </ul>				
LC-6.1b	<ul style="list-style-type: none"> <li>use connecting words; e.g., and, then, next, but</li> </ul>				
Next time I will ...					



いけんと かちかん / Opinions and Values:  
Self-assessment Rating Scale

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

I can ...		Yes	Getting There	Not Yet	I know this because ...
A-5.4a, GC-2.5a	<ul style="list-style-type: none"> <li>talk about the behaviour and values of someone else</li> </ul>				
LC-6.1b	<ul style="list-style-type: none"> <li>use connecting words; e.g., and, then, next, but</li> </ul>				
Next time I will ...					

**いけんと ちかかん / Opinions and Values:  
Peer-assessment Rating Scale**

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

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4a, A-5.4b	<ul style="list-style-type: none"> <li>talk about the character's behaviour in the story</li> </ul>			
A-5.4b, GC-2.5a, LC-6.1b	<ul style="list-style-type: none"> <li>agree or disagree with me</li> </ul>			
Some advice for next time would be ...				



**いけんと ちかかん / Opinions and Values:  
Peer-assessment Rating Scale**

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

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4a, A-5.4b	<ul style="list-style-type: none"> <li>talk about the character's behaviour in the story</li> </ul>			
A-5.4b, GC-2.5a, LC-6.1b	<ul style="list-style-type: none"> <li>agree or disagree with me</li> </ul>			
Some advice for next time would be ...				

## どくしょ パートナー / Reading Buddy

### Student's Performance Task Description

You have been paired with another Grade 5 Japanese student for your school's どくしょ パートナー / Reading Buddy program. Today is the first day of the program. You will greet your どくしょ パートナー / reading buddy, introduce yourself and read a simple Japanese-language poem, nursery rhyme or story.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> a. ask for and provide information
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.3 personal enjoyment</b> a. use the language for personal enjoyment
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.6 intercultural skills</b> b. initiate and maintain new relationships

Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.1 sound system</b> a. recognize and pronounce most kana-based (moraic) sounds b. pronounce familiar words and phrases properly
<i>LC-3 Produce texts</i>	<input type="checkbox"/> <b>LC-3.1 speaking</b> a. produce short, simple spoken sentences in guided situations
<i>LC-5 Apply knowledge of the sociolinguistic/ sociocultural context</i>	<input type="checkbox"/> <b>LC-5.4 social conventions</b> b. use appropriate oral forms of address for people frequently encountered

### Materials

- Simple Japanese-language reading material appropriate for a Grade 4/5 reading level

### Alternative Assessment Task

Create a book tape of you reading a Japanese-language poem, nursery rhyme or story to be sent to a Japanese school or class of younger students. Before reading your poem, nursery rhyme or story, introduce yourself and the name of the text you will be reading.

## どくしょ パートナー / Reading Buddy

### Performance Task Description

You have been paired with another Grade 5 Japanese student for your school's どくしょ パートナー / Reading Buddy program. Today is the first day of the program. You will greet your どくしょ パートナー / reading buddy, introduce yourself and read a simple Japanese-language poem, nursery rhyme or story.

### Instructions

1. Choose the material you want to read to your どくしょ パートナー / reading buddy. Practise reading to another classmate first to make sure you are reading clearly and that your pronunciation is correct.
2. When you meet your どくしょ パートナー / reading buddy, greet him or her politely and introduce yourself. Tell him or her you will be the どくしょ パートナー / reading buddy for this year. Tell him or her which poem, nursery rhyme or story you will be reading.

### Sample dialogue

- こんにちは。わたしの なまえは \_\_\_\_\_ です。 / Hello, my name is \_\_\_\_\_.
  - おなまえは? / What's your name?
  - わたしは / ぼくは、 \_\_\_\_\_ さんの / \_\_\_\_\_ さんの どくしょ パートナーです。 / I am \_\_\_\_\_'s reading buddy.
  - きょう わたしたちは \_\_\_\_\_ を よみます。 / Today we are going to read \_\_\_\_\_.
3. Read your poem, nursery rhyme or story to your どくしょ パートナー / reading buddy. Make sure to read slowly enough to be understood and concentrate on using good pronunciation. Make sure to change your voice when necessary; e.g., if you see a question mark, you will raise your voice; if you are reading a dialogue in which the character is excited about something, you should make your voice sound excited.

### Evaluation Tools

- Teacher Checklist
- Self-assessment
- Self-assessment Rating Scale

どくしょ パートナー / Reading Buddy: Teacher Checklist

ひにち: \_\_\_\_\_

The students can ...	GC-2.6b initiate and maintain new relationships		A-6.3a use the language for personal enjoyment	
	Yes	Not Yet	Yes	Not Yet
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
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30.				



**どくしょ パートナー / Reading Buddy:  
Self-assessment Rating Scale**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

In this task, I could ...	Yes	Getting There	Not Yet
<p><b>LC-5.4b, GC-2.6b, A-1.1a</b></p> <ul style="list-style-type: none"> <li>introduce myself politely to my reading buddy and ask for his or her name</li> </ul> <p>Comments:</p>			
<p><b>LC-1.1a, LC-1.1b</b></p> <ul style="list-style-type: none"> <li>use good pronunciation when reading to my reading buddy</li> </ul> <p>Comments:</p>			
<p><b>A-6.3a</b></p> <ul style="list-style-type: none"> <li>use Japanese for personal enjoyment</li> </ul> <p>Comments:</p>			
<p><b>Some advice that I would give to others performing this task is ...</b></p>			

## やすみじかん / Ready for Recess

### Student's Performance Task Description

You and your classmates have been complaining that you do not know what to do during recess. Your teacher has invited the class to plan recess activities for the week. Each student has different roles to play. As a planner, you invite others to participate in your activity and respond politely to those who ask to play. As a participant, you choose to participate in an activity planned by others. Ask permission to play and respond politely to others who ask you to participate.

Principal Outcomes			
<b>A-3</b> <i>To get things done</i>	<input type="checkbox"/> <b>A-3.1 guide actions of others</b> a. suggest a course of action and respond to a suggestion  <input type="checkbox"/> <b>A-3.2 state personal actions</b> a. indicate a simple choice from among options b. express a wish or a desire to do something		
<b>A-4</b> <i>To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> <b>A-4.1 manage personal relationships</b> a. talk about themselves and respond to the talk of others by showing attention or interest c. apologize and respond to apology		
Supporting Outcomes			
<b>LC-3</b> <i>Produce texts</i>	<input type="checkbox"/> <b>LC-3.1 speaking</b> a. produce short, simple spoken sentences in guided situations		
<b>LC-6</b> <i>Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-6.3 patterns of social interaction</b> a. initiate interactions and respond using simple social interaction patterns		
<b>Materials</b> <ul style="list-style-type: none"> <li>• Recess equipment</li> <li>• A brainstormed list of possible recess games and activities</li> <li>• A brainstormed class list of possible questions and responses; e.g.,</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Questions</b>            Do you want to play?            Can I please play?            Do you need more players?         </td> <td style="width: 50%; vertical-align: top;"> <b>Answers</b>            I prefer to play ...            I wish to play ...            Yes, you can play ...            I am sorry. You cannot play because ...            No, thank you. I am playing with ...            Thank you for the invitation.         </td> </tr> </table>		<b>Questions</b> Do you want to play? Can I please play? Do you need more players?	<b>Answers</b> I prefer to play ... I wish to play ... Yes, you can play ... I am sorry. You cannot play because ... No, thank you. I am playing with ... Thank you for the invitation.
<b>Questions</b> Do you want to play? Can I please play? Do you need more players?	<b>Answers</b> I prefer to play ... I wish to play ... Yes, you can play ... I am sorry. You cannot play because ... No, thank you. I am playing with ... Thank you for the invitation.		

### Alternative Assessment Task

It is Game Day at school and your class has decided to play a game of Mother May I. The objective of the game is to advance toward Mother at the front of the room by asking permission to do something. If permission is granted, you and your classmates can step or jump forward one step. Mother either grants or denies permission by drawing a Yes or No card each time permission is sought. This game allows you to practise seeking, granting or withholding permission politely and to practise classroom routines and survival language.

## やすみじかん / Ready for Recess

### Performance Task Description

You and your classmates have been complaining that you do not know what to do during recess. Your teacher has invited the class to plan recess activities for the week. Each student has different roles to play. As a planner, you invite others to participate in your activity and respond politely to those who ask to play. As a participant, you choose to participate in an activity planned by others. Ask permission to play and respond politely to others who ask you to participate.

### Instructions

#### As an activity planner

1. Plan an activity to do with others at recess.
2. Invite others to participate in your activity.
3. When others ask to participate in your activity, either give permission or apologize and politely refuse permission.

#### As a participant in the activity

1. Choose from the activities that others have planned. Tell the activity planner that you wish to participate in his or her activity and ask permission to do so.
2. When the activity planner asks you to participate in his or her activity, either accept or politely refuse.

### Sample dialogue

Planner A: いっしょに \_\_\_\_\_ をしませんか。 / Would you like to play \_\_\_\_\_ together?

Participant A: はい、しましょう。 / Yes, let's play.

Participant B: はい、したいです。 / Yes, I would love to.

Participant C: ごめんなさい。わたしは \_\_\_\_\_ と \_\_\_\_\_ をします。 / I am sorry. I am playing \_\_\_\_\_ with \_\_\_\_\_.

Participant B: はいってもいいですか。 / May I join?

Planner A: はい、いいですよ。 / Yes, you may.

- Evaluation Tools:**
- Observation Checklist
  - Self-assessment
  - Peer-assessment Rating Scale

やすみじかん / Ready for Recess: Observation Checklist

ひにち: \_\_\_\_\_

Criteria: A-4.1a, LC-6.3a, LC-3.1a The student initiates simple interactions with others

Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

## やすみじかん / Ready for Recess: Self-assessment

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<p style="text-align: center;"><b>Activity Planner</b></p> <p><u>Criteria</u></p> <p>A-3.2a • when I gave or did not give permission for someone to play?</p> <p>A-4.1c • when I apologized and refused politely?</p>	<p>I also noticed that I need help with ...</p>	<p>next time, I will ...</p>
<p style="text-align: center;"><b>Participant</b></p> <p><u>Criteria</u></p> <p>A-3.1a • when I asked permission to play?</p> <p>LC-3.1a • when I said which game I wanted to play?</p> <p>A-3.1a • when I told others what I wanted to do?</p>	<p>I also noticed that I need help with ...</p>	<p>next time, I will ...</p>
<p>I want others to notice ...</p>		

**やすみじかん / Ready for Recess:  
Peer-assessment Rating Scale**

なまえ: \_\_\_\_\_ ひにち: \_\_\_\_\_

\_\_\_\_\_さんへの フィー

_____ could ... (Name)		Yes	A Good Start	Not Yet	I know this because ...
A-4.1c	<ul style="list-style-type: none"> <li>tell me politely I could not play</li> </ul>				
A-3.2b	<ul style="list-style-type: none"> <li>tell me what game he or she wanted to play</li> </ul>				
A-3.1a	<ul style="list-style-type: none"> <li>ask me if he or she could play</li> </ul>				
A compliment I would like to pay you is ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

## にているところ / Similarities

### Student's Performance Task Description

Your Japanese teacher has asked for your help as he or she would like more information about how to best teach Japanese. As your class has had at least one year's experience learning Japanese, your teacher thought you and your classmates would be able to tell him or her which にているところ / similarities between English and Japanese have been helpful to remember when learning Japanese.

### Principal Outcomes

#### *GC-2 Affirming diversity*

- GC-2.1 awareness of first language**
  - a. identify differences between their first language and Japanese
- GC-2.2 general language knowledge**
  - b. identify ways that languages can be learned

### Supporting Outcomes

#### *S-1 Language learning*

- S-1.1 cognitive**
  - a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., identify similarities between Japanese and their own language

### Materials

- A list of examples of cognates and words borrowed from other languages

### Alternative Assessment Task

Your parents have been invited to the school for a special second-languages evening. Pick a Japanese-language short story on which you have worked in class. Show your parents how some words from the story are similar to your first language. Explain to your parents how this is helping you learn Japanese.

## にているところ / Similarities

### Performance Task Description

Your Japanese teacher has asked for your help as he or she would like more information about how to best teach Japanese. As your class has had at least one year's experience learning Japanese, your teacher thought you and your classmates would be able to tell him or her which にているところ / similarities between English and Japanese have been helpful to remember when learning Japanese.

### Instructions

#### Create a word list

1. Think about when you listen to and speak in Japanese.
2. Write down the Japanese words that are similar to those in your first language and that have helped you to learn Japanese.
3. Write down anything else about Japanese that is similar to your first language and that has helped you to learn Japanese.

#### With the word list

1. Write a note to your teacher that explains which specific similarities between your first language and Japanese have helped you to learn Japanese.

### Evaluation Tools

- Teacher Checklist and Feedback
- Self-assessment
- Peer/Self-assessment

**にているところ / Similarities:  
Teacher Checklist and Feedback**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

After reading your list, I noticed that you ...		Yes	No
GC-2.1a	<ul style="list-style-type: none"> <li>identified differences between your first language and Japanese</li> </ul>		
S-1.1a	<ul style="list-style-type: none"> <li>identified similarities between your first language and Japanese</li> </ul>		
I liked ...			
A suggestion for next time would be ...			



**にているところ / Similarities:  
Teacher Checklist and Feedback**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

After reading your list, I noticed that you ...		Yes	No
GC-2.1a	<ul style="list-style-type: none"> <li>identified differences between your first language and Japanese</li> </ul>		
S-1.1a	<ul style="list-style-type: none"> <li>identified similarities between your first language and Japanese</li> </ul>		
I liked ...			
A suggestion for next time would be ...			

にているところ / Similarities: Self-assessment

なまえ: _____	ひにち: _____
S-1.1a • use a variety of simple strategies, with guidance	
On my word list, I think my most important point was ...	
I would like to explain more about ...	
I think my observations could help someone else because ...	



にているところ / Similarities: Self-assessment

なまえ: _____	ひにち: _____
S-1.1a • use a variety of simple strategies, with guidance	
On my word list, I think my most important point was ...	
I would like to explain more about ...	
I think my observations could help someone else because ...	



## これはぶんかです！ / This Is Culture!

### Student's Performance Task Description

Your Japanese class would like to make a display about Japanese culture for the bulletin boards in the school. This display will help visitors understand more about the Japanese culture. Your class has decided to use modern Japanese-language magazines and newspapers to create the display.

### Principal Outcomes

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

- GC-1.1 accessing/analyzing cultural knowledge**
  - a. make observations of Japanese culture
  - b. seek out information about Japanese culture from authentic sources

### Supporting Outcomes

*LC-2 Interpret texts*

- LC-2.3 viewing and nonverbal interpretation**
  - a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

### Materials

- Japanese-language magazines and newspapers
- Paper, glue, markers, pencil crayons

### Alternative Assessment Task

Using the Internet, find Japanese Web sites that show the Japanese culture. Print out these pages and attach a sticky note that explains what aspect of Japanese language and culture is demonstrated. Hand in your pages to your teacher.

### Teacher's Note

The student instructions within this performance task include directions to conduct research on the Internet. Students will need teacher guidance when performing such research.

## これはぶんかです！ / This Is Culture!

### Performance Task Description

Your Japanese class would like to make a display about Japanese culture for the bulletin boards in the school. This display will help visitors understand more about the Japanese culture. Your class has decided to use modern Japanese-language magazines and newspapers to create the display.

### Instructions

1. Consider the question, 「ぶんかって なんですか。」 / "What is culture?"
2. Look through a variety of Japanese-language materials (e.g., magazines, newspapers, menus, Web sites, brochures) and look for three examples of culture.
3. Copy, trace or cut out these examples and glue them to your display paper.
4. Include phrases to go with each picture.

### Sample sentence starters

- これはにほんのぶんかのれいです。 \_\_\_\_\_ です。 / This is an example of Japanese culture because ...
  - このしゃしんは \_\_\_\_\_ です。にほんのぶんかのれいです。 / This photograph is \_\_\_\_\_. It is an example of Japanese culture.
5. Submit your work.

### Evaluation Tools

- Teacher Rating Scale
- Self-assessment
- Peer Assessment

これはぶんかです！ / This Is Culture!: Teacher Rating Scale

ひにち: \_\_\_\_\_

Student	GC-1.1a makes observations of the culture			GC-1.1b seeks out information about the culture from authentic sources			LC-2.3a derives meaning from a variety of visuals			Follow-up Needed?
	insightfully	basically	irrelevantly	effectively	basically	ineffectively	effectively	basically	ineffectively	Yes/No
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
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30.										

**これはぶんかです！ / This Is Culture!: Self-assessment**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

The picture I included is of ...	GC-1.1a, GC-1.1b I know this is about culture because ...
	⇒
	⇒
	⇒
	⇒
	⇒
<p><b>On my bulletin board display, I tried to demonstrate ...</b></p>  <p><b>Something I could do to improve my display is ...</b></p>	

これはぶんかです！ / This Is Culture! Peer Assessment

Students can choose one of the following criteria to make a positive comment:  
(GC-1.1a, LC-2.3a) make observations of Japanese culture  
(GC-1.1b) seek out information about Japanese culture from authentic sources

ひにち: \_\_\_\_\_

Criteria:

\_\_\_\_\_ さんへ、

On your bulletin board display, I noticed that you ... ☺

From \_\_\_\_\_

ひにち: \_\_\_\_\_

Criteria:

\_\_\_\_\_ さんへ、

On your bulletin board display, I noticed that you ... ☺

From \_\_\_\_\_



ひにち: \_\_\_\_\_

Criteria:

\_\_\_\_\_ さんへ、

On your bulletin board display, I noticed that you ... ☺

From \_\_\_\_\_

ひにち: \_\_\_\_\_

Criteria:

\_\_\_\_\_ さんへ、

On your bulletin board display, I noticed that you ... ☺

From \_\_\_\_\_



## ゲームの ひけつ / Tips for Games

### Student's Performance Task Description

Your Japanese class loves to play board games and has asked your teacher if you and your classmates can bring in games from home to play in class. Your teacher has agreed to let you play as long as the games are played in Japanese. To prepare to play board games from home in Japanese class, you will learn several helpful words and phrases.

### Principal Outcomes

<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.1 guide actions of others</b> b. make and respond to a variety of simple requests  <input type="checkbox"/> <b>A-3.3 manage group actions</b> a. ask for help or for clarification of what is being said or done in the group
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.1 humour/fun</b> a. use the language for fun

### Supporting Outcomes

<i>LC-3 Produce texts</i>	<input type="checkbox"/> <b>LC-3.1 speaking</b> a. produce short, simple spoken sentences in guided situations
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.1 interactive</b> a. use a variety of simple interactive strategies, with guidance; e.g., indicate lack of understanding, ask for clarification

### Materials

- Useful game-playing words and phrases, posted in the classroom or on handouts
- Board games

### Alternative Assessment Task

Your class is hosting a Japanese Games Day for the Grade 4 Japanese class. You will be playing a board game or card game with some Grade 4 students and will teach them some common words and phrases used when playing games.

## ゲームの ひけつ / Tips for Games

### Performance Task Description

Your Japanese class loves to play board games and has asked your teacher if you and your classmates can bring in games from home to play in class. Your teacher has agreed to let you play as long as the games are played in Japanese. To prepare to play board games from home in Japanese class, you will learn several helpful words and phrases.

### Instructions

1. Your class will decide which favourite games will be brought in from home.
2. Discuss what simple words and phrases are needed to play these favourite games.
3. Help to create a list of useful words, phrases and questions in Japanese; e.g.,
  - わたしの ばんですか。 / Is it my turn?
  - だれの ばんですか。 / Whose turn is it?
  - カード / チップを とっても いいですか。 / Can I take a card/chip?
  - サイコロを ふっても いいですか。 / Can I roll the dice?
  - あなたの ばんです。 / It is your turn.
  - いいえ、 \_\_\_\_\_ さんの ばんです。 / No, it is \_\_\_\_\_'s turn.
  - わたしの ばんです。 / It is my turn.
  - もういちど ってください。 / Can you repeat that?
  - てっだってください。 / Can you help me?
  - Other phrases needed for a specific game.
4. Play games from home and have fun using the Japanese words, phrases and questions!

### Evaluation Tools

- Teacher Checklist
- Self-assessment
- Peer-assessment Rating Scale

ゲームの ひけつ / Tips for Games: Teacher Checklist

ひにち: \_\_\_\_\_

The students can ...	A-3.1b make and respond to a variety of simple requests		A-6.1a use the language for fun		A-3.3a engage in simple interactions	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
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.						

## ゲームの ひけつ / Tips for Games: Self-assessment

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<u>Criteria</u> A-3.1b • when I asked for something; e.g., "Is it my turn?" or "Can I roll the dice?"	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> A-3.3a, • when I asked for S-2.1a, help or asked LC-3.1a someone to repeat something?	I also noticed that I need help with ...	next time, I will ...

**ゲームの ひけつ / Tips for Games:  
Peer-assessment Rating Scale**

なまえ: \_\_\_\_\_ ひにち: \_\_\_\_\_

\_\_\_\_\_ さんへの フィードバック

My partner could ...		Yes	Getting There	Not Yet	I know this because ...
A-3.1b, LC-3.1a	<ul style="list-style-type: none"> <li>ask and respond, using game-playing phrases</li> </ul>				
A-6.1a	<ul style="list-style-type: none"> <li>use Japanese for fun</li> </ul>				
A-3.1b, A-3.3a	<ul style="list-style-type: none"> <li>ask for help when needed</li> </ul>				
<b>Something you did well was ...</b>					
<b>Some advice for next time would be ...</b>					
<b>My partner's response to my feedback ...</b>					

## かんげい いいんかい / Welcoming Committee

### Student's Performance Task Description

You have volunteered to be a part of the *かんげい いいんかい* / welcoming committee for a Japanese guest speaker visiting your class. Your job is to greet the guest speaker, introduce yourself and help him or her to feel welcome.

### Principal Outcomes

<i>A-1 To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> a. ask for and provide information
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> <b>A-4.1 manage personal relationships</b> a. talk about themselves and respond to the talk of others by showing attention or interest

### Supporting Outcomes

<i>LC-3 Produce texts</i>	<input type="checkbox"/> <b>LC-3.1 speaking</b> a. produce short, simple spoken sentences in guided situations
<i>LC-5 Apply knowledge of the sociolinguistic/ sociocultural context</i>	<input type="checkbox"/> <b>LC-5.4 social conventions</b> a. use basic conventions of politeness b. use appropriate oral forms of address for people frequently encountered

### Materials

- Visual support about greetings, feelings, asking and telling one's age

### Alternative Assessment Task

Your Grade 5 Japanese class has invited the Grade 4 Japanese class to watch a Japanese-language movie for children. You are responsible for inviting Grade 4 students and making them feel welcome in the class.

## かんげい いいんかい / Welcoming Committee

### Performance Task Description

You have volunteered to be a part of the *かんげい いいんかい / welcoming committee* for a Japanese guest speaker visiting your class. Your job is to greet the guest speaker, introduce yourself and help him or her to feel welcome.

### Instructions

1. Find a partner. One person acts as the greeter from the *かんげい いいんかい / welcoming committee* and the other as the Japanese guest speaker.
2. Discuss what information might be exchanged between the greeter and the guest speaker.
3. Role-play your dialogue.

### Sample role-play

- こんにちは, \_\_\_\_\_ さん。 / Hello, Mr./Mrs. \_\_\_\_\_.  
わたしの なまえは \_\_\_\_\_ です。 / My name is \_\_\_\_\_.
  - こんにちは。 / Hello
  - おげんきですか。 / How are you?
  - げんきです。ありがとうございます。あなたは? / I am fine, thank you. How are you?
  - げんきです。ありがとうございます。 / I am fine, thank you.
  - クラスに ようこそ。 / Welcome to the class.
  - ありがとう。 / Thank you.
4. Switch roles.

### Evaluation Tools

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

かんげい いいんかい / Welcoming Committee:  
Observation Checklist

ひにち: \_\_\_\_\_

**Criteria: A-1.1a, A-4.1a** The student asks for and provides information and engages in simple interactions, using simple sentences

Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**

**かんげい いいんかい / Welcoming Committee:  
Self-assessment Rating Scale and Goal Setting**

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

When role-playing, I can ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-1.1a	<ul style="list-style-type: none"> <li>ask the guest speaker for information about himself or herself</li> </ul>				
A-1.1a	<ul style="list-style-type: none"> <li>give information about myself</li> </ul>				
A-4.1a, LC-5.4a	<ul style="list-style-type: none"> <li>greet someone appropriately</li> </ul>				
LC-5.4b	<ul style="list-style-type: none"> <li>use polite language when talking to someone my own age</li> </ul>				
LC-3.1a	<ul style="list-style-type: none"> <li>use simple sentences when talking to my partner</li> </ul>				
<p><b>The next time I role-play in Japanese, I ...</b></p>					

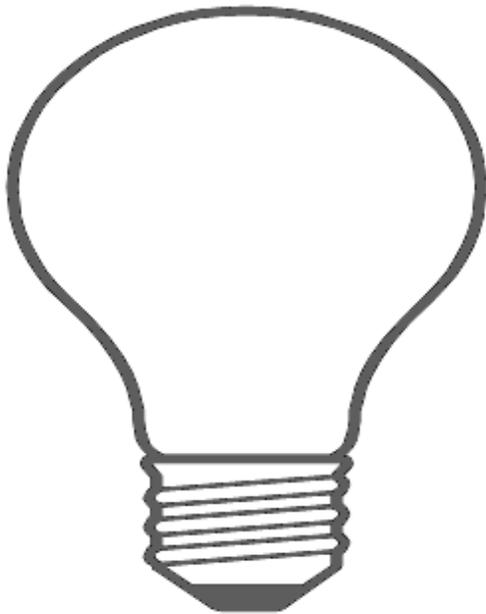
かんげい いいんかい / Welcoming Committee:  
Self-assessment

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

Introducing Myself and Exchanging Information

I did these things well ...



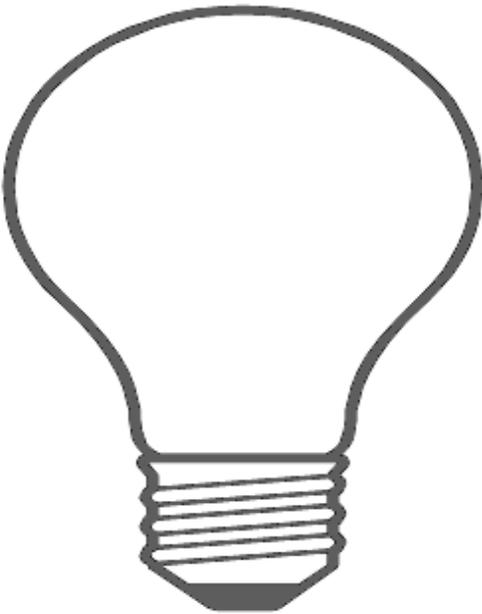
かんげい いいんかい / Welcoming Committee:  
Peer Assessment

なまえ: \_\_\_\_\_ ひにち: \_\_\_\_\_

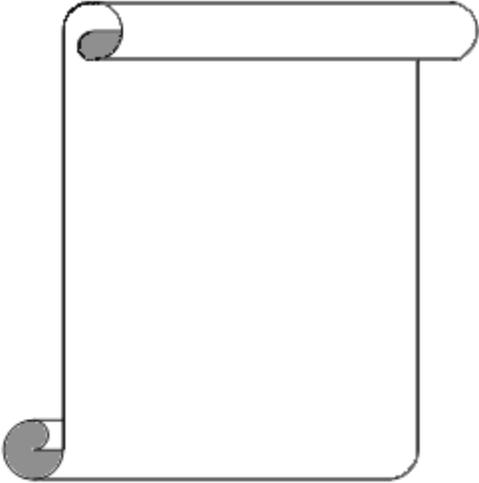
\_\_\_\_\_ さんへの フィードバック

**Introducing Myself and Exchanging Information**

Some advice for next time ...



I really liked how you did this ...



## なんのばんぐみ？ / What's on TV?

### Student's Performance Task Description

Your teacher has allowed your class to choose how you would like to learn more about the Japanese culture. Your class took a vote and decided to watch a Japanese-language TV show for children.

Principal Outcomes	
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> a. recognize similarities between their own culture and other cultures  <input type="checkbox"/> <b>GC-2.4 general cultural knowledge</b> b. recognize that culture is expressed in a variety of forms
Supporting Outcomes	
<i>LC-2 Interpret texts</i>	<input type="checkbox"/> <b>LC-2.1 listening</b> a. understand short, simple oral texts on familiar topics in guided situations
<i>LC-5 Apply knowledge of the sociolinguistic/ sociocultural context</i>	<input type="checkbox"/> <b>LC-5.3 variations in language</b> a. acknowledge and accept individual differences in speech
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.2 interpretive</b> a. use a variety of simple interpretive strategies, with guidance; e.g., listen for key words, infer probable meanings from contextual clues

### Materials

- A video recording of a popular Japanese-language TV show for children
- A list of strategies to help students understand the show

### Alternative Assessment Task

Watch a Japanese-language TV show for children and write a short article about it for the school newspaper. In your article, state the show's title and write about how Japanese culture is reflected in the show. Write about how the TV show is similar to other shows your classmates might have seen.

## なんのばんぐみ? / What's on TV?

### Performance Task Description

Your teacher has allowed your class to choose how you would like to learn more about Japanese culture. Your class took a vote and decided to watch a Japanese-language TV show for children.

### Instructions

1. Discuss or think about what strategies might help you understand the TV show. Your teacher might stop the show occasionally to check which strategies are working and suggest others.
2. Watch a Japanese-language TV show for children.
3. As you watch the show, take notes to record what is similar to shows you watch at home; e.g.,
  - How can you tell who are the いいやつ / good guys or the わるいやつ / bad guys?
  - What things, places, people or ideas are similar to what you have seen in the TV shows you watch at home?
  - What do you see in the TV show for children that seems unique to Japanese culture?
  - What do you see in the TV show that is similar to something you have experienced with other cultures?
  - How do the characters sound different from one another?
4. After watching the TV show for children, discuss what you have seen. Discuss how the TV show reflected both the Japanese culture and your own culture.

### Evaluation Tools

- Self-assessment
- Self-assessment
- Student Reflections

なんのばんぐみ？ / What's on TV?: Self-assessment

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

Strategies to Use to Understand Japanese in a TV Show

Strategies we thought of in class	S-2.2a How this strategy helped me when watching the TV show for children

The strategy that best helped me understand Japanese in the TV show was ...

Because ...

A strategy I would try to use more in the future is ...

なんのぼんぐみ? / What's on TV?: Self-assessment

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

GC-2.3a, GC-2.4b

When I watched the Japanese-language TV show for children, I noticed the following about Japanese culture.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

LC-2.1a, LC-5.3a

What I noticed about the way characters talked was ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I really liked ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

なんのぼんぐみ? / What's on TV?: Student Reflections

なまえ: \_\_\_\_\_

ひにち: \_\_\_\_\_

**Let me tell you about my learning**

1. The part of the Japanese-language TV show for children I liked best was ...
2. **LC-2.1a** I understood what the characters were saying when ...
3. I was confused when ...
4. I was surprised when ...
5. A question I have about the TV show is ...
6. Overall, I found the experience of watching a Japanese-language TV show for children to be ...