3 -YEAR PROGRAM
Guide to Implementation

Japanese

LANGUAGE and CULTURE

10-3Y, 20-3Y, 30-3Y

2009

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This resource is available on the Alberta Education Web site at http://education.alberta.ca/teachers/program/interlang/japanese.aspx.

The primary audience for this resource is:

Teachers	✓
Administrators	
Students	
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Chapter 1
Introduction

Purpose of This Guide

This guide to implementation is intended to support the Japanese Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. It was developed primarily for teachers, yet it includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Japanese program of studies.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each course level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at http://education.alberta.ca/teachers/program/interlang/japanese.aspx.

This guide to implementation will assist educators as they:

- develop further understanding of the program of studies

- plan for meeting the needs of diverse learners

- plan for the use of technology in the delivery of the new program

- communicate with stakeholders, such as parents and community members

- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

Research of second language learning and acquisition has identified several general principles of effective language learning. These principles guided the development of the conceptual model used in the program of studies. A clear understanding of these principles will provide a strong foundation for teachers as they develop and select teaching and learning strategies for classroom implementation.

Engaging Students in Meaningful Tasks

Language learning is more effective when classes are structured around meaningful tasks rather than elements of the language itself, such as grammatical structures, vocabulary themes or language functions. Specific language skills are taught when students realize they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has a purpose, students tend to be more motivated to learn.

Maximizing Student Interaction

Students learn languages more effectively when they have ample opportunities to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning; i.e., make themselves understood and work to understand others. In classrooms structured with a maximum amount of student interaction, students have more practice time, they work on tasks that reflect their interests, and they use the language in situations that more closely resemble those outside of the classroom.

Ensuring Student Awareness and Use of Thinking and Learning Strategies

➔ For more information …

Japanese Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the "Strategies" section of the program of studies.

Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transferring First Language Knowledge

Students come to their language and culture classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference, as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned in terms of all components of language; e.g., sound system, grammar structures, vocabulary and discourse features.

Understanding the Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

Understanding the Learner

The Nature of Grade 10 to Grade 12 Learners

The Japanese Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies is a student-centred curriculum designed to support the language learning of senior high school students in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner's stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with ever-increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

Language and literacy development begins with a student's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Senior high school learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning is fostered through experience in meaningful contexts. Social interaction is also a vital part of the students' social, emotional, intellectual and linguistic development.

Senior high school learners need to feel accepted and confident that they will feel supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in students' willingness to try challenging tasks.

Students at the senior high school level bring a wide range of abilities and life experiences to the classroom. Knowing students and their interests can help teachers plan meaningful and engaging instruction.

As well, these learners are experiencing a period of change and developmental growth. Positive reinforcement, recognition and acceptance by adults and peers all play significant roles in promoting the students' learning.

Students at the senior high school level prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations and to opportunities for choice.

The Second Language Learner

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program at the 10-3Y introductory level with little or no previous exposure to the Japanese language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some students enter this program with some Japanese language experience, while others enter with strong proficiency in Japanese or other related languages. Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in Japanese language and culture classrooms.

The Japanese Language and Culture Three-year Program was developed with the assumption that the majority of students entering the program at the 10-3Y introductory level would have little or no previous exposure to the Japanese language. Therefore, the majority of students must be considered second language learners. This requires that when planning and delivering instruction, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

Outside Influences

These include social, economic and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can impact the acquisition of a second language.

Classroom Factors

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

Personal Characteristics

Personal characteristics include individual differences that can impact the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, Japanese or other languages can have significant impacts on a student's future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language and learning preferences are also contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

Factors That Influence Multilingual Development

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies key factors that impact individual learners.

Motivation

Students' readiness to learn another language is partially dependent on their motivation and how students feel about the language being learned and the attitude of other significant persons in students' lives; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language increase motivation.

Opportunity

Families that have a well-developed plan to provide good language learning opportunities tend to be more successful in developing bilingual language skills in their children. A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community, as well as by participating in relevant extracurricular activities.

Linguistic Relationship among Languages

The target language and those that the students are already fluent in may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn because of similarities in grammar, vocabulary and sound systems and the ease of transfer of first language skills.

Multiple Intelligences and Second Language Learning

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

Gardner's Types of Intelligence

Linguistic Intelligence: How we read, write and communicate with words.

Logical-mathematical Intelligence: How we reason and calculate.

Visual-spatial Intelligence: How we understand our physical position in space. This intelligence is used by architects, painters and pilots.

Kinesthetic Intelligence: How we interact physically with the environment.

Musical Intelligence: How we explore musical and rhythmic ability.

Interpersonal Intelligence: How we interact with others.

Intrapersonal Intelligence: How we identify and manage our own feelings, wants and needs.

Naturalist Intelligence: How we explore and interact with nature.

The Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential**: Students learn by engaging in real hands-on activities and tasks.

- **Learning uses all senses**: Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).

- **Learning should be fun**: The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).

- **Learning is best in a relaxed but challenging environment**.

- **Learning is enhanced through music and rhythm**: Often one can remember the songs learned in early childhood because words combined with music are easier to learn than words without music (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).

- **Learning is enhanced through action**: While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).

- **Learning is enhanced by engaging with others**: Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

Gardner's Multiple Intelligences

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Linguistic	verbalizing, hearing and seeing words	How can I use the spoken or written word?	• creative writing • formal speech • humour or telling jokes • impromptu speaking • journal or diary keeping • oral debate • poetry • storytelling
Logical-mathematical	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	• puzzles • logic games • abstract symbols and formulas • calculation • counting • deciphering codes • finding patterns • graphic organizers • number sequences • outlining • problem solving
Visual-spatial	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	• drawing • creating videos • active imagination • colour schemes • designs and patterns • drawing guided imagery • mind mapping • painting pictures • sculpture/model
Kinesthetic	dancing, building models and engaging in hands-on activities	How can I involve the whole body or use hands-on experience?	• physical games • body language • dancing—folk or creative • drama/acting • inventing • martial arts • mime • physical gestures • physical exercises • playing sports and games • role-playing

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Musical	singing, chanting and playing background music while learning	How can I bring in music or environmental sounds or set key points in a rhythmic or melodic framework?	• chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones
Interpersonal	working with another person or a group of people	How can I engage students in peer sharing, cooperative learning or large-group simulation?	• peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour
Intrapersonal	relating to a personal feeling or an inner experience	How can I evoke personal feelings or memories or give students choices?	• self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies
Naturalist	observing, classifying and appreciating	How can I relate the students' learning to the physical world?	• discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments

Brain Research and Second Language Learning

Diane Larsen-Freeman (2000) observes that "the issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach their full potential, while not losing sight that their purpose is to teach language" (p. 172).

The following are implications of brain research for second language learning:

1. **Build in reflection**: It is important to let students take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).

2. **Link learning**: "The more you link, the more you learn" (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.

3. **Use the whole world as the classroom**: Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).

Brain-based Learning Theory

Brain-based learning theory asserts that all humans are born with the ability to learn. "Although all learning is brain based in some sense ... brain-based learning involves acknowledging the brain's rules for meaningful learning and organizing teaching with those rules in mind" (Caine and Caine 1994, p. 4).

Caine and Caine (1991, 1994, 2005) outline 12 principles to provide a theoretical foundation for brain-based learning:

1. **Learning involves the entire physiology**: Everything that happens to us, whether it is physical, emotional or cognitive, has an effect on learning.

2. **The brain is social**: We always search for ways to belong to a community and seek interaction with others.

3. **The search for meaning is innate**: We strive to make sense of our experiences.

4. **The search for meaning occurs through patterning**: We categorize our experiences so we can establish patterns and bring order to our world.

5. **The brain is a parallel processor**: It can perform several different activities at the same time.

6. **Emotions are critical to patterning**: Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.

7. **The brain processes parts and wholes simultaneously**: The brain is designed to perceive experiences as both separate and interconnected.

8. **Learning involves both focused attention and peripheral perception**: Even when we are paying attention to one task, we are also absorbing information reaching us from the environment outside our immediate focus.

9. **Learning always involves conscious and unconscious processes**: Unconscious processing is ongoing and contributes significantly to understanding.

10. **There are at least two different types of memory**: Systems for rote learning and spatial memory coexist in the brain. Memory is not only what we "store and retrieve"; it is based on what we encounter in our natural, daily experiences.

11. **Learning is enhanced by challenge and inhibited by threat**: Feelings of self-worth and accomplishment allow us to learn. Feelings of fear brought on by fatigue, helplessness or overstimulation cause our brains to "downshift."

12. **Each brain is unique**: Although our brains share physical characteristics, we each perceive and react to the world differently.

Sample Strategies to Support Brain-based Learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, "equality" in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to use reflection and metacognition to actively process what and how they have learned.
- Foster a classroom atmosphere where students take learning risks yet feel safe and relaxed.
- Account for individual learning preferences.

Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of complexity in the thinking processes. Knowledge and Comprehension are the lower or more concrete levels of thinking. Analysis, Synthesis and Evaluation represent higher or more complex levels of thinking. The Application level, which falls between the lower and higher levels, can be less or more complex depending on the task.

Sample Activities Organized in the Bloom's Taxonomy Model

Level	Sample Activities in the Second Language Classroom
Knowledge/ Comprehension Students recall information and restate the information in their own words.	• Arrange lines of dialogue • Fill out authentic forms in Japanese • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from Japan • Define words • Listen to and paraphrase in English a conversation in Japanese • Draw pictures from verbal descriptions of a Japanese cultural scene or object • Understand text written in Japanese
Application Students apply the information in one or more contexts.	• Dub cartoons or television shows • Instruct others to prepare a Japanese cultural dish step by step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation in Japan • Interview classmates on their daily activities • Plan a menu for occasions typical of Japanese culture • Make shopping lists for various Japanese cultural or social events • Apply rules of cultural protocol for dining in Japan • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts
Analysis Students understand component parts and recognize patterns so they can compare and contrast or categorize information.	• Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem and other authentic material • Analyze a scene from the Japanese culture • Find evidence to support opinion • Compare own customs with Japanese customs • Conduct a survey and analyze the results • Analyze the typical foods of Japan for nutritional value • Identify the best route to a historic site important to Japanese culture • Play the role of a tourist who bargains in Japanese for merchandise
Synthesis Students make predictions and create new ideas based on their knowledge of component parts.	• Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, story or article • Write headlines in newspaper style on current issues in Japan • Predict future events • Write a diary for an imaginary trip • Extend a story • Hypothesize reactions to different situations based on Japanese cultural beliefs • Compose a poem, skit, role-play or advertisement • Create hypothetical real-world situations in Japanese culture • Create an infomercial
Evaluation Students judge what they have analyzed and support their opinions.	• Evaluate solutions to cultural dilemmas • Express and justify opinions on creative products of Japanese culture • Give and support opinions about issues • Evaluate television shows, movies or cartoons • Write an editorial, giving and supporting own opinion • Express the pros and cons of policies • Give and support a decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in Japanese, decisions of what sites to visit • Read an editorial in a newspaper, respond, and send the response • Evaluate Web pages as sources of information in Japanese

Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.

Benefits of Second Language Learning

In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages. The last decade has seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

Personal Benefits

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation for the customs and achievements of people beyond their own frames of reference. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one's own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there is something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

Cognitive Benefits

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, "Second Language Learning: Everyone Can Benefit," *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

Academic Benefits

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written languages faster and possibly learn to read more easily, provided that they are exposed to stories and literacy in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that these students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

Societal Benefits

Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta's and Canada's economic competitiveness abroad, maintain Alberta's and Canada's political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.

Chapter 2
Planning

Chapter Summary

Introduction
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Planning Considerations
Planning Approaches
Year Plans
Unit Plans
Lesson Plans

Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of a program of studies.

Program of Studies

The program of studies prescribes what students are expected to learn and be able to do at each level. It is the **primary reference** for teachers as they plan for student learning.

➔ For more information …

Appendix A
Specific Outcomes
Chart

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year.

Alignment

Many school districts are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

Implementing the Program of Studies

The *Japanese Language and Culture Three-year Program Guide to Implementation* is designed to assist teachers as they plan for and implement the Japanese Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective Japanese classroom program.

The Course Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for each specific outcome from the 10-3Y level to the 30-3Y level. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

Japanese language and culture programs should strive to provide a rich language learning environment, stressing communicative competence and enriched cultural experiences that maximize student opportunities for learning.

Effective learning environments are those in which:

- the individual and collective needs of students are met

- there is a supportive climate that encourages risk taking and choice

- diversity in learning preferences and needs is accommodated

- connections to prior knowledge and experiences are made

- there is exposure to a wide range of excellent models of authentic language

- use of the language studied is emphasized

- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.

Instructional Time

Language and culture programs of study are developed based on 125 hours of instruction time per level, or approximately 197 minutes per week.

When planning for instructional time in the Japanese language and culture program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that Japanese language and culture courses be scheduled to ensure maximum exposure to the language throughout the school year. If students lose contact with the language for long periods of time, additional time must be taken to review previously learned material that may have been forgotten. Students benefit from using the language on a daily basis.

Class Groupings

In some situations, students from two program levels can be combined into one class. As well, all classrooms will have students at the same program level with varying proficiency levels. By using a range of instructional and planning strategies, students of different course levels can be accommodated in a single classroom.

Japanese Program Collaboration

Effective Japanese language and culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, government, community members, members of Japanese-speaking communities, post-secondary institutions, cultural institutions, and other stakeholders all play crucial roles in supporting language and culture programs. Teachers should ensure that opportunities for collaboration are maximized.

Materials

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for Japanese speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.

2. Materials should reinforce positive aspects of the students' self-images.

3. Materials should be relevant to students' interests.

Planning for Professional Development

Teaching in the Japanese language and culture program demands a broad range of knowledge and skills, both in the Japanese language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the Japanese language and to continuously improve their teaching skills.

Japanese language and culture teachers will benefit from professional development opportunities to speak the language, to increase understanding of Japanese culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Japanese language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Japanese print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community

- using contextualized vocabulary presentations and visuals, such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate learning of abstract concepts.

Planning Considerations

Prior Knowledge

The Japanese Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies assumes that students will have limited or no previous knowledge of the Japanese language upon entry. In situations where the majority of students do have previous knowledge of the Japanese language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is related to the Japanese language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

Student and Parent Awareness

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

Language of Instruction

As the ultimate goal of the Japanese Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies is to have students use Japanese for a variety of purposes in a variety of situations, Japanese should be modelled and used in class as frequently as possible. English will likely be used to some extent in the beginning stages but can gradually be phased out. It may be decided that certain activities are done in English, such as students' reflective writings and learning logs or the delivery of relatively complex instructions or explanations.

Choice of Topics and Tasks

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the elements outlined in the four components of the program of studies.

Opportunities for Japanese Language Use and Real-life Applications

Proficiency-based instruction that focuses on what students can do with what they know is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate.

Students will be more successful Japanese language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of Japanese language learning through meaningful contact with fluent speakers of the Japanese language and authentic texts, such as Japanese language newspapers, magazines, electronic communications and multimedia resources.

It is important to have a rich Japanese language environment in the classroom, but it is also very beneficial to provide cocurricular and extracurricular activities during which students have opportunities to use and develop their Japanese language skills. Such school-sponsored activities as Japanese language camps, visits to cultural facilities, pen pals, plays and performances, language clubs, school visits and exchanges are important. It is also important to encourage students to continue their development of Japanese language skills by using the language for personal enjoyment, listening to music, attending cultural events and performances, and accessing and using self-study resources.

Knowing the Students

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of students and that complement the lexical fields outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

Diversity of Needs

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language and culture program.

Planning with an Applications Focus

The program of studies specifies four components for the development of communicative competence. The Applications component outcomes provide meaningful contexts for students' language and culture learning. Language Competence, Global Citizenship and Strategies component outcomes can be integrated with Applications outcomes. An initial focus on an Applications outcome(s) can serve to motivate and engage students by providing a goal or a reason for their Japanese language and culture learning. When planning, teachers should keep a strong focus on Applications in mind and think of ways to integrate learning outcomes from Language Competence, Global Citizenship and/or Strategies with outcomes from Applications.

Getting to the Destination

The program of studies can be thought of as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—the achievement of the program learning outcomes.

Applications is the **driver**, making sure the car moves toward the planned destination. If the car is to reach its destination, Applications must be in the driver's seat.

Language Competence is the **passenger** who sits beside Applications, ensuring that the driving is done accurately and competently. Language Competence ensures that the **rules of the road** are adhered to and interprets various road signs for Applications.

Global Citizenship considers what the **outside world** is like and how it relates to all passengers. Global Citizenship provides information about the various places the passengers will be driving to and what they can expect when they get there.

Strategies is the **troubleshooter**. Strategies speaks up when questions or problems arise, offering advice about how all passengers can work effectively to make the trip a positive experience. When passengers encounter problems, Strategies shares ideas on how to find solutions. Strategies asks the right questions at the right time, making sure that all the passengers know what they are doing and why they are doing it.

All four components are essential to get the car to its destination:
Applications to drive the car forward
Language Competence to pay attention to accuracy and details
Global Citizenship to add colour, life, tolerance and possibilities
Strategies to provide important problem-solving skills.

To further the metaphor, if the program of studies is a car on a journey, teachers are the navigators. Teachers plan the route and determine when the car has reached its destination.

Planning for Strategic Learning

Teachers need to plan for students to learn about, and independently select and use, cognitive, metacognitive and social/affective strategies. Strategies for Language Learning, Language Use and General Learning should be explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

Integrating Outcomes

Most learning activities, even simple ones, involve multiple specific and general outcomes. For example, singing a Japanese song involves outcomes from the Applications, Language Competence, Global Citizenship and Strategies components of the program of studies. The challenge is for teachers to be familiar with the outcomes and to select outcomes for the focus of a lesson (or unit). The teacher plans lessons to ensure that all outcomes receive focused attention periodically throughout the school year.

Outcome Integration: A Sample (10-3Y)

Activity	Divide students into groups and have them choose a Japanese-speaking community. Students gather information about the culture of that community and organize it in a KWL chart (see Appendix D: Graphic Organizers). Students then reorganize the information into subtopics and create a poster that illustrates the key information and includes several sentences in Japanese that describe the people of the focus community.
Applications	A–5.2 *gather and organize information* a. gather simple information b. organize and sequence items in different ways c. compare and contrast items in different ways
Language Competence	LC–3.2 *writing* a. produce written phrases and simple written sentences on familiar topics in guided situations
Global Citizenship	GC–1.4 *diversity within Japanese-speaking cultures* a. experience diverse elements of Japanese culture b. identify some elements that reflect diversity within Japanese culture
Strategies	S–3.1 *cognitive* a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning

Identifying Instructional Strategies

➔ For more information …

Chapter 3

To achieve the selected outcomes and best meet the needs of students, teachers need to select specific instructional strategies. The planning style chosen—thematic, task- or project-based or a combination—should suit the teacher's needs. Activities need to fit with the selected learning and instructional strategies and the specific outcomes targeted.

Identifying Assessment Tools

➔ For more information …

Chapter 7

A variety of assessment tools, ranging from informal observation to formal tests, should be planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessments focus on active involvement of students in the process, determining if learning outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

Planning Approaches

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the Japanese language and culture program.

Thematic Approach

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes should be Applications-based; e.g., sharing basic information, getting to know people or making yourself understood. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multiage and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment.

Task- or Project-based Approach

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for the specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises on form and practice of specific strategies have their place in the classroom, but they are done because students need to know those elements of the Japanese language to accomplish the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experiences as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another.

Effective tasks or projects:
- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

By examining tasks in relation to the factors shown in the following table, appropriate tasks for each student can be chosen. Sometimes a task may appear too difficult, but it could be done, if it is of great interest to students, by adjusting some of the variables. In the same way, a task can be made more or less difficult to suit different groups of students in a mixed-level class group.

Level of Difficulty

	less difficult ──────▶ more difficult		
cognitive complexity	describing	sequencing	choosing
	classifying	identifying principles	assessing/evaluating
listening	one speaker	two speakers	three speakers	four or more speakers
	familiar topic		unfamiliar topic
speaking	taking short turns		taking long turns
	familiar, sympathetic conversation partner		unfamiliar, uninvolved individual or group
	familiar topic, well organized		new topic or experience, not well organized
text type	description instructions storytelling		providing and justifying opinions
	few elements, properties, relationships, characters, factors		many elements, properties, relationships, characters, factors
	ample contextual support (e.g., titles and subtitles, pictures or diagrams)		little contextual support
language	simple		complex
	less interpretation required (information is explicit)		more interpretation required (information is implicit)
	redundant (information is repeated in different ways)		no redundancy (information is given only once)
task type	one-way transfer of information		two-way exchange of information
	convergent		divergent
	concrete, "here and now"		abstract, different time or place
support	more		less

Year Plans

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> Appendix C
> Year Plan

A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as in an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year or semester. Year plans should address all outcomes of a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of the outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:
- a sequence of outcomes and essential learnings
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

There are a number of formats for developing a year plan. Generally, the year plan should be one or two pages that clearly and concisely outline topics and skills on a time line. Year plans should also address integrated units of instruction.

Unit Plans

> ➜ For blank templates …
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> Appendix C
> Unit Plan Overview,
> Unit Plan A,
> Unit Plan B,
> Unit Plan C

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and that allows for choice and for different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills than their classmates and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves the following:
- "What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?" (p. 128)

Developing a Unit Plan

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Program of studies outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

The differences between general unit questions and specific unit questions
General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:
• be written to "uncover" the general questions of the unit
• guide the inquiry of the unit
• be sequenced to provide the "flow" of the unit.

For example, specific unit questions such as the following could support the general unit question, "How do patterns, inconsistencies and misunderstandings inform our understandings?":
• How is our information collected and represented?
• How do patterns and connections in information help solve problems?
• How can misunderstandings be uncovered?

➔ **For more information …**

Appendix C
Instructional
Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

Tips for Developing a Unit Plan

1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students' communicative competence in Japanese and allows for some general learning as well. Students can participate in this step of the planning process.

2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.

3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.

4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.

5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.

6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out the task.

7. Plan student assessment and evaluation. Integrate assessment throughout the unit.

8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

Unit Planning Checklist

Have I …

- ❑ selected the specific outcomes I wish to focus on in this unit?

- ❑ provided a rationale for the unit?

- ❑ planned for appropriate *assessment for learning* and *assessment of learning* techniques?

- ❑ considered individual student needs, interests and abilities?

- ❑ considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects and their continued language development?

- ❑ identified the historical and contemporary elements of culture present in the global citizenship content of the unit?

- ❑ selected interesting, useful and varied resources to support this unit?

- ❑ included a variety of instructional strategies, language experiences and activities?

- ❑ provided opportunities for students to listen, speak, read, write, view and represent in different contexts?

- ❑ allowed for flexibility and adaptation of the plan in response to student needs?

- ❑ provided opportunities for student input and collaborative decision making?

- ❑ considered possible unit extensions and applications?

Sample Unit Plan

Student Activities:

- Learn/use school vocabulary.
- Conduct school tours.
- Create a game that uses flash cards.
- Create a map of the school for visiting students.
- Create invitations to a Japanese school event and to various other community events.

Outcomes:

Applications: 1.1a, b, c; 3.1a; 3.3a; 4.1a, b, c

Language Competence: 1.1a, b; 1.3a; 1.4a; 2.2a; 2.3a; 3.1a; 3.2a

Global Citizenship: 1.2a; 2.3a

Strategies: 1.1a; 1.2a; 2.1a; 2.2a; 2.3a

Lesson Topics:

- introducing self
- school vocabulary
- invitations
- conducting a tour

Unit Focus:
10-3Y Level
Greetings
Welcome to My School

Duration:

Seven 30-minute classes

Addressing Learner Diversity:

- Pair up mixed ability students during vocabulary game.
- Keep criteria for the activities posted in the classroom.
- Have students set personal learning goals through self-assessment.

Learning Strategies:

- Focus on language use strategies during invitations and tours.
- Focus on cognitive strategies during games and vocabulary practice.
- Focus on metacognitive strategies during learning log reflection.

Assessment:

- Peer assessment
- Self-assessment
- Anecdotal notes during tours and vocabulary practice
- Rubric for grading invitations (created with the students)
- Learning logs for reflection on strategies used
- Exit slips for reflection on learning

Lesson Plans

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Teachers might consider the following questions when planning a lesson:

- What is the purpose or curricular outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

Lesson Planning Checklist

Does my lesson plan …

- ☐ identify and address specific learning outcomes?

- ☐ ensure student awareness of learning outcomes?

- ☐ involve students in learning activities with meaningful contexts, demonstrating a strong Applications outcomes focus and integration of outcomes from Language Competence, Global Citizenship and Strategies?

- ☐ include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?

- ☐ engage students in using assessment information to improve their learning?

- ☐ maximize student use of Japanese through meaningful student-to-student communication?

- ☐ include differentiated instructional strategies to meet the needs of all learners?

- ☐ ensure student awareness of, and engagement in, strategic learning; i.e., are students identifying thinking and learning strategies that work best for them, setting goals for strategy use and working to achieve those goals?

- ☐ provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the program of studies.

Sample Lesson Plan

Lesson Title: Greetings—Welcome to My School

Date and Class: January 10, 2009 10-3Y

Outcomes Addressed:

Applications: 1.1a, 1.1b, 1.1c, 4.1a, 4.1b, 4.4c

Language Competence: 1.1a, 1.3a, 2.3a, 3.1a

Global Citizenship: 2.3a

Strategies: 2.1a, 2.3a

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

Materials Required:

Video recording and viewing equipment (for students who are gifted).

Teaching and Learning Activities:

Brainstorm with students various verbal and nonverbal greeting and farewell expressions; e.g., *ohayou, ohayou gozaimasu, jaa mata, sayounara,* bowing, head nod, wave (teacher/student discussion about nonverbal brainstorming ideas required).

Students circulate and greet one another in Japanese. Encourage students to remember nonverbal expressions as well.

After a few minutes, ask students to offer their names and ask their partner's name. *Konnichiwa, watashi wa Emma desu. Onamae wa?* (Hi. My name is Emma. What is your name?)

Once students have had sufficient time to practise these two activities, consider allowing different student groups to present their conversations to class. Extend this activity to include farewells.

Differentiation of Instruction:

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows the greetings of various people in different situations.

Opportunity for Assessment:

Use an outcome-based checklist to determine if students have attained outcomes A–1.1a and A–4.1a, b and c during the conversations.

Chapter 3
Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful.

Students use various strategies to maximize the effectiveness of their learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:
- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning.

Students need to develop proficiency in using a strategy before new strategies are introduced. Over time, students will develop a number of strategies to facilitate their learning.

Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need:

- to know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- to know what steps are involved in the strategy's procedure
- to know when the strategy should be used so that they can ensure transfer to other scenarios
- to know how to adjust the strategy to fit their particular purposes so that they become flexible in applying the strategy in a variety of relevant contexts
- to practise the strategy over time to develop proficiency.

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the Japanese language and culture classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in completing language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the Japanese language and culture classroom: language learning strategies, language use strategies and general learning strategies.

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories—**cognitive**, **metacognitive** and **social/affective**—and are embedded within the Japanese Language and Culture Program of Studies.

Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously learned language.

Metacognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

Language Use Strategies

Language use strategies focus on improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive**, **interpretive** and **productive**.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by students to enhance their own general learning. General learning strategies (similar to those of language learning strategies) are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. The determining difference is whether the focus of the specific strategy is the learning of the Japanese language or of other concepts.

Cognitive general learning strategies are strategies that students use in learning. These strategies include such activities as using models, concept mapping and brainstorming.

Metacognitive general learning strategies are higher order thinking skills that students use to manage their own general learning. These strategies include planning for their own learning and assessing their own learning. These strategies encourage students to think about their own thinking.

Social/affective general learning strategies are actions learners take to enhance their own learning through interacting with others. These strategies include methods students use to regulate their emotions, motivations and attitudes to help them learn.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language and achieve the Japanese language and culture outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.

2. Model the strategy, "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.

3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.

4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor and prompt when necessary.

5. Review the strategy by modelling it again, this time with students monitoring and prompting.

6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.

7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.

8. Discuss with students how the strategy can be used beyond the language and culture classroom.

Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across course levels.

Hiragana

Hiragana Chart Activities

1. The Sounds of Japanese
2. Hiragana Charts and Visual Mnemonic Activity

Roomaji Chart										
n	w	r	y	m	h	n	t	s	k	
n	wa	ra	ya	ma	ha	na	ta	sa	ka	a
		ri		mi	hi	ni	chi	shi	ki	i
		ru	yo	mu	fu	nu	tsu	su	ku	u
		re		me	he	ne	te	se	ke	e
	wo	ro	yu	mo	ho	no	to	so	ki	o
Hiragana Chart										
n	w	r	y	m	h	n	t	s	k	

The Sounds of Japanese

Reviewing a roomaji-based chart with students could help in introducing the first 46 sounds of Japanese.

One approach to learning Japanese sounds and their corresponding characters is to compare the basic hiragana chart with a roomaji-based chart (see the charts above).

After students hear the sounds of Japanese, they can connect those sounds to the hiragana characters. Having both charts together (one above and one below) allows students to compare the alphabet letters with the hiragana characters.

Hiragana Charts and Visual Mnemonic Activity

When learning to recognize hiragana characters, a series of visual mnemonic flash cards may be used, such as those in *Hiragana in 48 Minutes*, an Alberta authorized resource. The cards can be used as a supplemental teaching aid when introducing the hiragana sound and writing system. In *Hiragana in 48 Minutes*, there are 48 visual mnemonics available on the flash cards. To find more information regarding this resource, access the *Japanese Language and Culture Alberta Authorized Resource List and Annotated Bibliography* at http://education.alberta.ca/teachers/program/interlang/japanese.aspx.

Students link the shape and sound of the hiragana character with a familiar word, image or concept.

For example:

The character う can be read aloud while showing students the printed flash card.

Next, students are shown the visual mnemonic found in the flash card resource called *Hiragana in 48 Minutes*. Students are told the story about an elderly woman that says "oohh" because she has a weight on her back. Students are told to recall this story when trying to recall this character. There are 48 visual mnemonics available on the flash cards.

From Hiroko C. Quackenbush and Mieko Ohso, *Hiragana in 48 Minutes*, 2nd ed. Carlton South, Victoria, Australia: Curriculum Corporation, 1999, pp. 3, 4, 16 and 17.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively • Identify similarities and differences between aspects of Japanese and own language(s)
Interpretive	• Listen selectively based on purpose

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:	
Cognitive	• Use mental images to remember new information • Look for patterns and relationships
Interpretive	• Determine the purpose of listening • Listen selectively based on purpose

⊙ Find the Right Sound

In this activity, the teacher creates or purchases flash cards that include pictures of objects with the names written below. The teacher instructs the students to listen for a particular sound as he or she reads each word. The students collect only those cards with the words that contain the right sound. The students then hand in the cards, repeating the words as they do so. If the students make a mistake, the teacher simply takes the card, points to the word and repeats it, says the sound on its own and moves on.

Rules of Sound Activities

Plan activities in which students learn the rules that govern the sounds they make or do not make; e.g., *shi, chi, tsu, wo*. Introduce rules directly (consider dedicating a Hiragana chart to this) and walk students through reading examples. Then have students apply what they have learned. These rules can help the student with reading and speaking, but it is important to introduce rules slowly and strategically; e.g., introduce each rule only when it is relevant to other learning. Also, consider having students identify similarities and differences in "sound rules" between their first and second language.

Possible Student Learning Strategies:	
Productive	• Imitate what the teacher says
Interpretive	• Use knowledge of the sound-symbol relationship to aid reading comprehension

Cloze Activities

Cloze activities involve the omission of hiragana characters, where students have to figure out what hiragana characters are missing. Cloze activities promote sense-making skills and reflection on the rules of language; e.g., "I know the sentence pattern, and to fill in the missing sound I need to add the hiragana character   ." "This sentence pattern doesn't make sense unless you include the correct hiragana character." Avoid having too many blanks initially, and begin by blanking-out the same type of hiragana character or word consistently; e.g., particles:

.

⊙ Letter-level Cloze

Select high frequency words from students' oral vocabulary, classroom word walls or from reading and reproduce them with key letters missing. Begin by following a consistent pattern; e.g., remove the first letter, remove the last letter. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., frequently use greetings or phrases. As students become more adept, focus on words that are easily confused; e.g.,   . This works really well as part of a mystery message written on the board each morning as a "do now" activity.

⊙ Word-level Cloze

In this activity, the teacher selects sentences from students' reading or from language-experience stories (short pieces of writing dictated by the student) and reproduces them with key words missing. A consistent pattern is followed; e.g., adjectives are removed. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, the teacher can provide students with a bank of possible words to choose from.

Tips for Cloze Activities

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.

2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or verbs.

3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.

4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.

5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

Cooperative Learning Activities

➔ For more information … Chapter 4 Using Collaborative Learning	Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students. Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

Possible Student Learning Strategies:

Social/Affective	• Initiate and maintain interaction with others • Work cooperatively with peers in small groups • Work with others to solve problems, and get feedback on tasks
Interactive	• Interpret and use a variety of nonverbal cues to communicate • Repeat part of what someone has said to confirm mutual understanding

Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.

2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have the opportunity to experience each role.

3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.

4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

⊙ **Brainstorm Carousel**

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

In the "carousel" approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible on their designated subtopic within a set period of time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

⊙ **Corners**

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, the teacher announces what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. The teacher asks a question and has students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

⊙ **Eight Square**

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight-square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any other element of the culture being studied. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to

share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

Example:

Find someone who can:			
name all 46 hiragana sounds	name three body parts in Japanese	name four family members in Japanese	sing you a simple song in Japanese
identify a difference between his or her first language and Japanese	name two modes of transportation in Japanese	name three items of clothing in Japanese	name a strategy for remembering new vocabulary

⊙ **Focus Trio**

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

⊙ **Informal Groups**

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share Japanese culture–related Internet sites they found useful and interesting.

⊙ Inside–Outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used for students to develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

Example

Each student is given a picture card with an illustration of an item from a lexical field, such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.
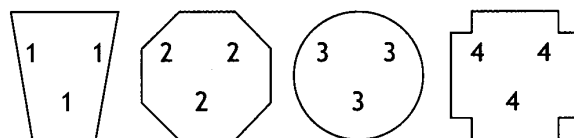
⊙ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

The teacher divides students into groups of four. These groups will be the students' home groups. The teacher explains the project, outlines student responsibilities, explains the skills that are to be developed and clearly explains how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for the group.

1	2
3	4

1	2
3	4

1	2
3	4
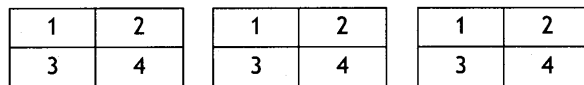
The experts on the same topic for each home group then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.

Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for their groups.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the group members to solve any problems collaboratively.

⊙ **Numbered Heads**

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment, since the group is challenged to arrive at a consensus. This activity can be less threatening for students who are shy or have weaker oral skills than their classmates.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. The teacher calls out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. The teacher randomly selects one of these students to answer. If the answer is incorrect, the teacher calls on another of the selected students to give an answer.

⊙ **Round Robin**

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

Example

Students are grouped into fours and asked to name the 12 months of the year. The first student could start by saying *ichi gatsu* (January). The next student would follow by saying *ni gatsu* (February), and so on until all 12 months have been named. Each student could then be asked to identify his or her favourite month.

⊙ **Think–Pair–Share**

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

⊙ **Three-step Interview**

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

The teacher divides students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

⊙ **Three-to-one Technique**

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

Demonstration

Through demonstration, teachers discuss and model particular skills or processes that help students acquire procedural knowledge; e.g., taking students step by step through the writing process or a particular learning strategy.

Possible Student Learning Strategies:
Interpretive • Determine the purpose of listening   • Listen or look for key words   • Infer probable meanings of unknown words or expressions from contextual clues
Example
Demonstrate how to play a traditional game, how to introduce a student to the class and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with *who*, *what*, *where*, *when* or *how*.

Possible Student Learning Strategies:
Interpretive • Make connections between texts on the one hand and prior knowledge and personal experience on the other   • Summarize information gathered

Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

⊙ **Chalkboard List**

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Michelle	1. Eric	1.	1.
2. Sam	2. Megan	2.	2.
3. Rain	3.	3.	3.

⊙ **Pairing Up Partners**

Partners can find each other by following a matching process. Teachers can use sets of cards with categories such as:
- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

⊙ **Random Groups**

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:
- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards.

Gallery Walk

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.

2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussion. They then move on to the next display and repeat the procedure.

3. Students review their observation notes and then make individual lists of what they think are the most important observations.

4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.

5. Each pair of students finds another pair of students and negotiates a common list for that group.

6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

Games

➜ **For more information …**

Danesi, Marcel. *A Guide to Puzzles and Games in Second Language Pedagogy.* Toronto, ON: OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played by second language learners are Simon Says, Around the World, Go Fish and Twenty Questions.

Possible Student Learning Strategies:	
Social/Affective	• Understand that making mistakes is a natural part of language learning • Be willing to take risks and to try unfamiliar tasks and approaches • Work cooperatively with peers in small groups

Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.

2. Focus as much as possible on student-to-student interaction.

3. Allow for errors and lots of practice.

4. Use games to support what is being taught in class.

Gouin Series (Echo-acting)

For this strategy, the teacher prepares a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. The teacher presents the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

Graphic Organizer Activities

➔ For more information and blank templates …

Appendix D

Graphic organizers can help students understand a concept and reduce the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn essential vocabulary in a meaningful context.

Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, the teacher should read a mystery to the class and help students identify on a large genre map at the front of the class the mystery, the events, the main suspects and the reasons for the suspicion. The teacher should discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, to explain their choices and to use organizers effectively; e.g., they might:

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare-and-contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story.

Possible Student Learning Strategies:	
Cognitive	• Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember • Look for patterns and relationships • Use available technological aids to support language learning
Social/Affective	• Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

⊙ Brainstorming Webs

➜ For a blank template …

Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

Tips for Brainstorming
1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in Japanese may not be possible until students develop a level of proficiency that allows them to express their ideas.

⊙ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals or with Japanese words, phrases or sentences.

⊙ Decision Making (PMI Chart)

➡ **For a blank template …**

Appendix D

Students can use Plus, Minus and Interesting information (PMI) charts to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix C.

⊙ Decision Making (What I Have, What I Need)

➡ **For a blank template …**

Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

⊙ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

⊙ Idea Builders

➡ **For a blank template …**

Appendix D

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:
- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

⊙ KWL Charts

➡ **For a blank template …**

Appendix D

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

Tips for Using KWL Charts

1. Students read or listen to a text or watch a visual presentation. List on the board, under "what we Know," information students know or think they know about a selected topic. Next, list questions students want to answer about the topic under "what we Want to know."

2. While researching, participating in a field trip or otherwise investigating a topic, students are asked to keep in mind the information listed under "what we Want to know."

3. After the investigation, students identify what they learned, and that information is listed under "what we Learned." Students complete the activity by contrasting the information listed under "what we Learned" with that listed under "what we Want to know."

4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

⊙ Mind Maps

➔ For more information …

Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

⊙ Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

Tips for Story Map Activities

1. Review key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead transparency or the board in chart form or in the form of a story map.

2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.

3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

⊙ Triple T-chart

➔ For a blank template …

Appendix D

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

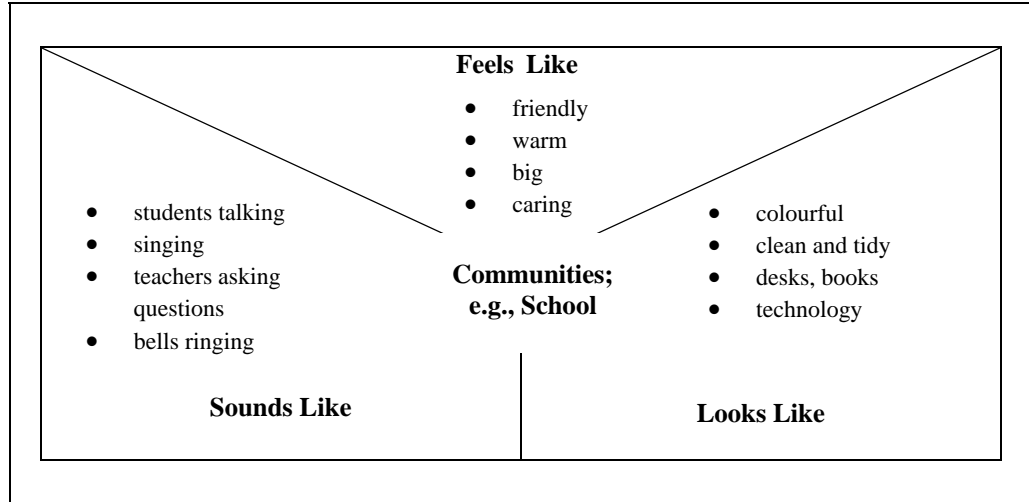## ⊙ Venn Diagram

➔ For a blank template …

Appendix D

A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix D.

⊙ Y-charts

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like. For example:

Feels Like

- friendly
- warm
- big
- caring

**Communities;
e.g., School**

- students talking
- singing
- teachers asking
  questions
- bells ringing

- colourful
- clean and tidy
- desks, books
- technology

Sounds Like

Looks Like

Group Roles

The roles in a cooperative learning group depend on the task. Before assigning roles, the teacher reviews the task and determines what roles are necessary for the group to be successful. Roles could include the following:

Checker	Ensures that everyone understands the work in progress.
Encourager	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
Materials Manager	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
Observer	Completes a checklist of skills and strategies used for the group.
Questioner	Seeks information and opinions from other members of the group.
Recorder	Keeps a written record of the work completed.
Reporter	Reports on the group's work to the rest of the class.
Timekeeper	Watches the clock and makes sure the group finishes the task within the time allotted.

When introducing roles to the class, the teacher explains and models them. Students are given opportunities to practise the roles. The teacher emphasizes that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

⊙ Random Roles

In Random Roles, the teacher passes out role cards to each group member or distributes coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

⊙ Group Assessment

➜ **For more information …**

Chapter 7

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students' control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests that teachers provide feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests that teachers ask students to set their own goals and to use self-assessment to promote learning and improve social skills.

Independent Study

➜ **For more information …**

Chapter 5
Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner, as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

Possible Student Learning Strategies:	
Cognitive	• Find information, using reference materials such as dictionaries or textbooks
Metacognitive	• Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly • Keep a learning log • Make choices about how you learn

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Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

Possible Student Learning Strategies:

Social/Affective	• Work with others to solve problems, and get feedback on tasks
Interactive	• Indicate lack of understanding verbally or nonverbally

Information Gap Activity Example

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with the objects found in a classroom.

2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in Japanese to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.

3. Circulate through the classroom while the activity is in progress. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and identification of any challenges a student might encounter.

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of the language through application. They can be used to determine and report the frequency of particular responses to specific questions posed to a defined sample of people. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family or the class) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

Possible Student Learning Strategies:

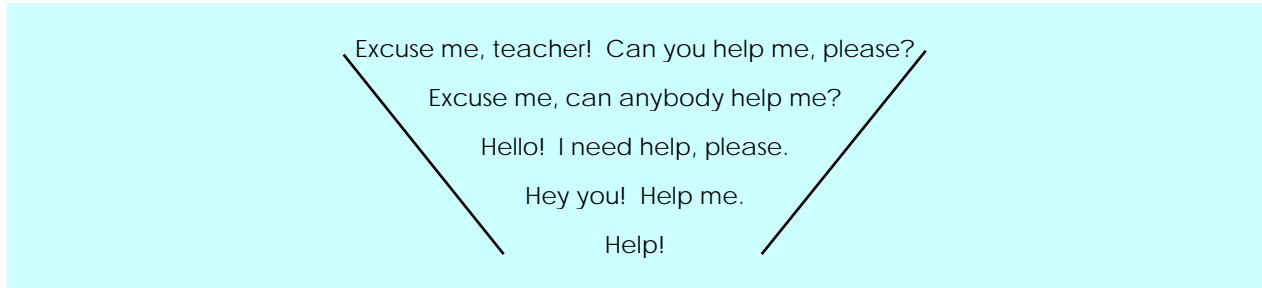| Interactive	• Interpret and use a variety of nonverbal cues to communicate • Ask for clarification or repetition if you do not understand

Tips for Interviews and Surveys

1. **Prepare**: Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.

2. **Plan**: Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.

3. **Collect Data**: The interview/survey is conducted in the manner agreed upon; e.g., in-person interviews (preferable for beginners), surveys by phone or e-mail, surveys on paper.

4. **Organize and Display Data**: Once data has been collected, it should be compiled and displayed. Results are often displayed by using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.

5. **Summarize, Analyze and Interpret Data**: For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Using direct instruction, essential language phrases are taught, usually one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., different ways of greeting people or giving praise or encouragement to group members. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

Example: Language Ladder

Excuse me, teacher! Can you help me, please?

Excuse me, can anybody help me?

Hello! I need help, please.

Hey you! Help me.

Help!

Possible Student Learning Strategies:	
Cognitive	• Group together sets of things—vocabulary, structures—with similar characteristics • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Productive	• Use words visible in the immediate environment

Learning Logs

➜ **For more information …**

Chapter 7
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in Japanese and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more Japanese and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' Japanese use.

If students have little experience in reflective writing, it is a good idea for the teacher to model the process by doing a collective journal on large chart paper. The teacher can begin by discussing the reasons for keeping a journal and ways that the journal can be used, so students understand the purpose and the process.

Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.

2. Provide regular opportunities for students to write in their learning logs—perhaps a few minutes before or after an activity or at the end of each week.

3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**

4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.

5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Teachers should encourage students to retell, relate and reflect by looking back, looking in and looking forward.

Looking back (Retell)
What activities did we do?
What did I learn?
What strategies did I use during the activities?

Looking in (Relate)
What did I like or dislike about the learning experience?
How does what I learned relate to what I already knew?
What questions or concerns do I have about what I learned?

Looking forward (Reflect)
What would I like to learn more about?
What goals could I set for myself?
How might what I learned help me in the future?

Possible Student Learning Strategies:

Metacognitive	• Reflect on learning tasks with the guidance of the teacher • Reflect on the listening, speaking, reading and writing process • Keep a learning log • Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Mini-lessons

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes. Teachers can incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively
Metacognitive	• Listen or read for key words • Be aware of the potential of learning through direct exposure to the language

⊙ Turn and Talk

In this strategy, students turn to a neighbouring student and discuss the mini-lesson they have just heard. They summarize the content of the lesson, using a graphic organizer such as a concept map, a Venn diagram or a flowchart. The teacher specifies the organizer that best suits the topic or the content of the lesson, or discusses with students which graphic organizer they think would work best and why. The resulting summaries are discussed as a class, and a master organizer summary is collaboratively developed on the board.

Reading Instructional Strategies

⊙ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.

2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of language. Have the audience offer suggestions for revision or considerations for future work.

⊙ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, teachers can provide focused instruction of comprehension skills and strategies, such as:
- previewing
- self-questioning

- making links to self, text and others
- visualizing
- using graphophonic, syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

◉ **Read-aloud**

During read-alouds, teachers read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

Reading aloud to students helps them develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur frequently to stimulate the students' interest in books and reading.

◉ **Readers' Theatre**

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.

2. Read the story or script to students. Older students can take turns reading aloud.

3. Discuss and reflect on the story, characters and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?

4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead transparency so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.

5. Read through the script. Allow students to ask questions, make comments or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression and gestures.

6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.

7. Share the readers' theatre with others.

⊙ **Shared Reading**

In shared reading, teachers guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter–sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

⊙ **Storytelling**

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

⊙ **Total Physical Response Storytelling**

In total physical response (TPR) storytelling, students use the vocabulary they have recently learned in the context of entertaining, content-rich stories.

Possible Student Learning Strategies:	
Interpretive	• Use gestures, intonation and visual supports to aid comprehension
	• Listen or look for key words
Productive	• Use nonverbal means to communicate

Tips for TPR Storytelling

1. **Teach and Practise Vocabulary**: Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.

2. **Produce and Practise Vocabulary**: Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.

3. **Perform a Story**: Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.

4. **Review the Story**: Ask students for their interpretations of the story they have just performed.

5. **Retell and Revise (Advanced)**: Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.

6. **Create Original Stories (Advanced)**: Students prepare and act out original stories, using the selected vocabulary.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences,

stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Research Projects

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects ask students to use inductive reasoning. Students can also reflect on their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

Possible Student Learning Strategies:	
Cognitive	• Use previously acquired knowledge to facilitate a learning task • Use available technological aids to support language learning • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Interpretive	• Prepare questions or a guide to note down information found in a text

Role-play

Role-play and simulation use a natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

Metacognitive	• Rehearse or role-play language
Productive	• Use knowledge of sentence patterns to form new sentences

Tips for Role-play

1. **Outline the Situation**: Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.

2. **Provide Time**: Give students time to explore/research their characters' backgrounds, beliefs, habits and opinions before they actually perform the role-play.

3. **Teacher Involvement**: Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.

4. **Reflection**: Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

Rules of Sound Activities

Teachers can plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. The rules can be introduced directly (a bulletin board can be dedicated to this) and students can be walked through reading and spelling examples. Students can then apply what they have learned. The rules can help students with reading and speaking, but it is important for teachers to introduce rules slowly and strategically; e.g., introducing each rule only when it is relevant to other learning. Also, teachers might consider having students identify similarities and differences in "sound rules" between their first and second languages.

Possible Student Learning Strategies:

Productive	• Mimic what the teacher says
Interpretive	• Use knowledge of the sound–symbol system to aid reading comprehension

Sharing Circle

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as students develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle; e.g., "sit in a circle," "do not touch anyone," "one person speaks at a time."

Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.

2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.

3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

Sketch to Stretch

Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

Tips for Sketch to Stretch

1. Students read, view or listen to a selection, either in a small group or as a class.

2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.

3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

Slim Jims

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.

Visual Imaging

The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students in constructing meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

Word Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. In a simple word building activity, the teacher can take the letters from a longer word and scramble them. Students rearrange the letters to create smaller words that they record as they try to figure out the big word.

⊙ Flash Cards

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful for students to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side by side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

Possible Student Learning Strategies:	
Cognitive	• Use mental images to remember new information • Memorize new words by repeating them silently or aloud • Place new words or expressions in a context to make them easier to remember

⊙ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students' own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students' reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students' learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

Possible Student Learning Strategies:	
Cognitive	• Make personal dictionaries • Place new words or expressions in a context to make them easier to remember
Metacognitive	• Check copied writing for accuracy

⊙ Word Walls

To create an environment rich in language, the teacher can create a word wall that reflects developing vocabulary. Words can be posted in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. The word wall can be used as part of regular language learning activities. For example, whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself, a word can be added. The wall can be organized and reorganized based on the instructional focus; e.g., by spelling pattern, lexical field, meaning, usage.

Cognitive	• Group together sets of things—vocabulary, structures—with similar characteristics
Productive	• Use words that are visible in the immediate environment

Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

Skills and processes involved in information and communication technologies can be related to learning strategies included in the Japanese Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies, in particular the cognitive strategies. For example:

ICT Skills and Processes	Cognitive Learning Strategies Examples
• gathering and identifying information	• find information, using reference materials
• classifying and organizing	• group together sets of things—vocabulary, structures—with similar characteristics
• summarizing and synthesizing	• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember

Using technological aids to support language learning is also a cognitive language learning strategy suggested in the program of studies.

ICT Curriculum in Japanese Language and Culture Classrooms

Japanese language and culture students meet communication outcomes from the ICT curriculum as they access information in Japanese through the Internet and as they exchange information and seek support and validation of their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, Japanese language and culture students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Japanese but also provide opportunities to expand communication horizons that bring cultures and worlds together.

Teacher- and Student-oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration.

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

Student-oriented Integration

ICT can contribute to students' active participation in learning tasks. Online journals, blogs, personal Web sites and shared content through digital devices are examples of how students can use technology for learning. Japanese-based keyboard devices are also available on the Internet and can be installed to access characters and fonts specific to the language.

Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the classroom.

Technology	Specific Outcomes (10-3Y)	Suggestions for Using Technology in the Classroom
word processing	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields LC–3.3a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations S–2.3a. use simple productive strategies, with guidance, to enhance language use	• Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.
spreadsheets	A–2.1a. express a personal response and simple preferences	• Students ask one another about their food preferences and create a spreadsheet to display the information.
draw/paint/ graphic applications	A–5.2a. gather simple information S–2.3a. use simple productive strategies, with guidance, to enhance language use	• Students create collages and other artwork, using electronic graphics and text.
Internet	GC–2.3a. explore and recognize similarities and differences between their own culture and other cultures S–1.1a. use simple cognitive strategies, with guidance, to enhance language learning	• Students search the Internet for information on Japanese-speaking cultures, then share the information in group presentations.
e-mail	A–4.1a. exchange greetings and farewells A–4.1b. address a new acquaintance, and introduce themselves GC–1.5a. participate in cultural activities and experiences	• Students exchange e-mails with students from another Japanese language and culture class in Canada.
multimedia applications	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	• Students use a CD–ROM Japanese/English dictionary to look up words.
clip art/media clips	LC–3.3a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	• Students examine a variety of Japanese media clips.
audio equipment	LC–2.1a. understand a series of simple oral sentences on familiar topics in guided situations	• Students listen to a variety of audio clips of Japanese speakers from music, movies, television and so on.

Technology	Specific Outcomes (10-3Y)	Suggestions for Using Technology in the Classroom
video equipment	LC–3.3a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations S–2.3a. use simple productive strategies, with guidance, to enhance language use	• Students view videos in which Japanese speakers use nonverbal behaviours; then students videotape themselves miming the behaviours.
digital cameras	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies, with guidance, to enhance language use	• Students create booklets in which they include digital photographs of classmates and of various objects found in the classroom; e.g., desks, displays, books.

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

Sample Lesson Plan with ICT Integration

Lesson Title: __Our Class Booklets__

Date: __October 9th__ **Level:** __10__

Outcomes

✦ **Applications**
A–1.1 a. identify and describe people, places and things
A–5.2 a. gather simple information

✦ **Language Competence**
LC–2.2 a. understand simple written sentences on familiar topics in guided situations
LC–3.2 a. produce written phrases and simple written sentences on familiar topics in guided situations

✦ **Global Citizenship**

✦ **Strategies**
S–2.3 a. use simple productive strategies, with guidance, to enhance language use

Possible Student Learning Strategies:
Use words that are visible in the immediate environment

Lesson Description

Using a digital camera, take a photo of each student in the class. Give students a template to complete with personal information, e.g.:

Namae (Name):
Tanjoubi (Birthday):
Nanigo (Languages I can speak):
Tomodachi (My friends are):
Kazoku (The people in my family are):

Students import the picture to a Word document and type the information in the template. Documents are printed and displayed or bound in book format for students to read.

Differentiation of Instruction

☐ yes ☑ not necessary

If yes, description:

Assessment

Create a checklist with the students that they can use to assess their entries.

Have students respond to the activity in their learning logs.

Materials

digital camera
computers
printer
paper

Web Links

LearnAlberta.ca

LearnAlberta.ca provides digital resources to support the Kindergarten to Grade 12 curriculum in Alberta. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Teachers in Alberta who hold an active and valid professional certificate can create a personal teacher account by selecting the "Sign Up" link in the top right-hand corner of the homepage. To complete the sign-up process, teachers will require a jurisdictional username and password for LearnAlberta, a professional certificate number and access to an e-mail account.

The digital learning resource *Konnichiwa!* will help students read, listen and discover many new language learning experiences. This resource is available on the LearnAlberta.ca Web site at http://www.learnalberta.ca.

(This sample screen shot shows a mini movie. Students can switch between roomaji and hiragana.)

The following Internet site listing is provided as an added source of information to users on an "as is" basis without warranty of any kind. Alberta Education is not responsible for maintaining these links or the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites' content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- http://www.jpf.go.jp/e/index.html
- http://www.tjf.or.jp
- http://web-japan.org/index.html
- http://momiji.jpf.go.jp/kyozai/English/index.php
- http://nihongopromotion.org/index.htm
- http://www.tjf.or.jp/shogakusei/index_e.htm
- http://www.nihongomemo.com
- http://www.nihongobc.com
- http://www.mountain.sd41.bc.ca/depts/languages/japanese/index.html
- http://www.aglance.org/ondemand/
- http://www.aac.ab.ca
- http://www.kidlink.org
- http://www.hotpot.uvic.ca
- http://www.skype.com
- http://rubistar.4teachers.org
- http://www.teachervision.com
- http://www.teachnet.com
- http://www.vcalberta.ca
- http://www.calgary.ca.emb-japan.go.jp/

Chapter 4
Students with Special Education Needs

Chapter Summary

Characteristics of Students with Special Education Needs
Differentiated Instruction
Using Collaborative Learning
Strategies for Students with Attention Difficulties
Strategies for Students with Memory Difficulties
Strategies for Students with Listening Difficulties
Strategies for Students with Reading Difficulties
Cognitive Strategy Instruction
The Importance of Motivation

Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the program level with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the program of studies.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.

Individualized Program Plans (IPPs)

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The language and culture teacher is a member of the student's learning team and should participate in the IPP process by providing feedback on the student's individual needs, strengths and progress and by discussing how target goals can be addressed in the second language classroom.

A student's IPP can provide helpful information for planning and adapting instruction in the language and culture classroom. Any significant modifications of curriculum will be documented in the IPP. For example, students with significant special education needs require a team approach to planning and instructional delivery. To develop and implement a student's IPP goals, the language and culture teacher will work with other staff, which could include a special education coordinator, resource teacher and/or teacher assistant.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least lessen, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

The following accommodations are frequently used to support students with special education needs.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

Differentiated Instruction

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Appendix C
Examples of
General
Accommodations,
Examples of
Instructional
Accommodations

Individual students with special education needs may require specific accommodations in the language and culture classroom, but teachers can support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term "differentiation" embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students' current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

Differentiating Content

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

Differentiation of content recognizes that, although all students are focusing on a general outcome, specific outcomes may differ for some students. For example, although all students are "using Japanese in a variety of situations and for a variety of purposes," there will be students whose specific outcome may be to "identify people, places and things" and those who will be able to "describe people, places and things competently." Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction and additional or remedial instruction.

1. Parallel Instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different program levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using Japanese effectively and competently (Language Competence); however, some students could be working on subject pronouns for first, second and third person singular, some students could work with the teacher on reviewing all subject pronouns, while other students could be paired to review regular present tense verbs.

2. Overlapping Instruction

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject area program of studies and are based on goals identified in that student's IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use Japanese vocabulary to do the same task.

3. Additional or Remedial Instruction

Additional or remedial instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional or remedial instruction regarding phonemic awareness, decoding or effective use of learning strategies.

Differentiating Process

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

Differentiating Products

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Appendix C
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below program level may have different or reduced performance expectations from their peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

Program Planning for Differentiation

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the language and culture classroom.

1. **Identify underlying concepts.**

   Teachers identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

2. **Choose instructional strategies.**

   Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction.
   - Present new material in short periods of time through varied activities.
   - Use materials at a variety of difficulty levels for the whole group.
   - Begin instruction at the individual student's current level of functioning.
   - Stand close to students who need extra help.
   - Modify the pace of instruction.
   - Simplify instructions.
   - Write instructions on the board.
   - Ask students to repeat instructions or paraphrase what has been presented.
   - Demonstrate, model or act out instructions.
   - Complete the first example with students.
   - Use a multisensory approach.
   - Present concepts in as concrete a way as possible.
   - Use pictures and concrete materials.
   - Use different-coloured chalk and pens.
   - Break information into steps.
   - Provide additional time to preview materials and/or complete tasks.
   - Adapt the level of questioning.
   - Use your advance planning organizers.

3. **Choose strategies for student practice.**

   Use a variety of practice activities and, whenever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

The following chart shows examples of different modes of student practice.

Verbalize	Write	Create	Perform	Solve
• oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews	• research papers • poems • essays • stories • diaries • plays • cookbooks	• diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions	• simulation • role-play • drama • pantomime • puppet show • radio commercials	• puzzles • problems • riddles • games • brainteasers • charades

4. Choose strategies for assessment and evaluation.

➔ **For more information …**

Chapter 7

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for assessment and evaluation should take into account the students' needs and abilities.

Using Collaborative Learning

➔ **For more information …**

Chapter 3
Cooperative
Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish together what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:
• participate actively in authentic situations
• externalize their knowledge, allowing them to reflect on, revise and apply it
• notice gaps in their linguistic knowledge as they try to express themselves
• learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reached a conclusion or arrived at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

Social Skills	Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).
Accountability	Create situations in which each group member is accountable for his or her learning and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).
Variety	Use a variety of different groupings and activities. See Chapter 3 "Cooperative Learning Activities" for some sample collaborative groupings and activities.

Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:
- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

1. Create structure to focus attention.
- Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in work spaces.
- Keep the instructional group size as small as possible.
- Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

2. **Give cues when students are to shift their attention.**

- Keep tasks short and specific, and give only one instruction at a time. For example, say: "Read the first paragraph." After it has been read, instruct: "Now answer question one."

- Provide a list of tasks to be completed and have students check off each task as it is completed.

- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

3. **Allow time for movement.**

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.

- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.

- Arrange nondistracting ways for students to move while involved in desk work. For example, replace a student's chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

4. **Encourage students to maintain focus and mental energy.**

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.

- Create guidelines for good listening skills and review these guidelines frequently; e.g.: "Show me 'listening.' Eyes on speaker. Pencils down. Hands on desk."

- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing as successful listeners.

- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.

- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.

5. **Use low-key cues to correct inappropriate behaviour.**

- Post reminders on students' desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
  - asking politely for help
  - focusing on work
  - taking turns.

- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
- Use coloured file cards with key messages, such as "talk in a low voice" or "keep working." If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. Encourage students to attend to instructions.

- Enforce a "no pencils in sight" rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say: "Do the first five and then raise your hand and we'll check them together to make sure you are on the right track."
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information for the longer term. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:
- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings
- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

1. **Use instructional techniques that support and enhance memory skills.**

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.

- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.

- Write down the main points on an overhead or on the board when giving verbal instructions.

- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.

- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.

- Use language that is familiar.

- Provide cues that will help students recall details.

2. **Integrate memory aids into each learning activity.**

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.

- Teach students to make lists of reminders regularly and note dates and assignments on a calendar.

- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

3. **Provide multisensory cues to make information and skills easier to remember.**

- Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.

- Use visual cues, such as colour coding, photograph and drawing sequences, and charts and videos.

- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact learning can help students memorize faster and act as a cue for retrieving specific information.

- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

4. **Set up classroom organizational systems and routines for easier access of information and materials.**

- Label class supplies and class work. Encourage students to use folders and binders with different colours or labels and with pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.

- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.

- Build procedures into the day for recording information in daily planners or assignment books.

- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or notebooks.

- Tape simple cue cards of daily class routines on the students' desks.

5. **Teach students strategies for memorizing specific pieces of information.**

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a sheet of paper to make four columns.

2. They copy target vocabulary words in English in the first column.
3. They write the Japanese words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible, and practise translating the other way. Looking at each of the Japanese words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Students repeat this process to translate the words back into Japanese in the fourth column. A completed practice page might look like this:

mother father older brother	*okaasan* ✓ *otousan* ✓ *oneesan* ✗ *oniisan* ✓	mother ✓ father ✓ older brother ✓	*okaasan* ✓ *otousan* ✓ *oniisan* ✓

Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language, and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

Given the importance of listening in language and culture learning, all students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

1. **Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:**

   - *Mou ichido itte kudasai*. (Could you repeat that please?)
   - *Wakarimasen*. (I don't understand.)
   - *Sumimasen*. (Pardon me?)
   - *Nihongo de nan desu ka?* (What does _____ mean in Japanese?)

2. **Present information in a "listener-friendly" way**; for example:

➜ **For more information …**

Appendix C
How "Listener-friendly" Is My Instruction?

   - reduce distractions for students
   - clearly communicate expectations
   - provide students with some form of organizer at the beginning of class
   - consistently review and encourage the recall of previously presented information
   - use cue words and phrases to signal important information
   - use transitional phrases to cue and signal the organization of information
   - highlight important information
   - vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
   - present information in many different ways
   - repeat important ideas and concepts by rephrasing and using multiple examples
   - write important ideas, key concepts and vocabulary on the board
   - use visual aids and objects to support the concepts and information that are presented
   - provide examples and non-examples of concepts
   - frequently check for understanding

- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class.

3. **Model and practise active listening strategies in class.**

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:
1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying.

Strategies for Students with Reading Difficulties

➔ **For more information …**

Alberta Learning. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities.* Edmonton, AB: Alberta Learning, 2002.

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely more extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

Teachers might consider using the following sample strategies to support students who have reading difficulties.

1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have them read and complete assignments together.

- Provide students with picture dictionaries to help them find and remember vocabulary.

- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.

2. Teach students specific reading strategies.

- Have students use text-content strategies such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.

- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.

- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking "Does this make sense to me?"

- Have students use strategies for dealing with unfamiliar vocabulary, such as the Read Around strategy:

  1. Skip the word and read to the end of the sentence.
  2. Go back and read the whole sentence again.
  3. Look at the beginning of the word for letter–sound clues.
  4. Think: "What word would fit here?"
  5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
  6. Look at the picture for a clue, if there is one.
  7. Ask someone.

Cognitive Strategy Instruction

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Strategy instruction is initially teacher-driven, with the teacher providing students with structured opportunities to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves, rather than on the teacher.

Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.

- Provide strategy instruction consistent with the student's current knowledge and skill level.

- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously produce the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.

- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their ability to transfer strategies to different but related tasks (Gagne and Driscoll 1988).

The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences in language and culture contexts create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production and with generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language and culture classroom.

1. **Include a sociocultural component in classroom instruction.**
   - Show authentic films or video clips, and play culturally relevant music.
   - Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

2. **Develop students' cross-cultural awareness.**
   - Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
   - Use culturally rich teaching ideas and activities.
   - Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

3. **Develop students' self-confidence and decrease anxiety.**
   - Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
   - Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
   - Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
   - Provide examples and descriptors of accomplishment. Point out the students' successes.

4. **Help students increase their success.**

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.

- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.

- Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new Japanese words every week.

- Teach students learning and communication strategies, as well as strategies for problem solving.

5. **Increase students' interest and involvement in tasks.**

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.

- Use imaginative elements that will engage students' emotions.

- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.

- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.

- Break the routine by periodically changing the interaction pattern or seating plan.

- Use authentic, unusual or exotic texts, recordings and visual aids.

6. **Increase the students' sense of satisfaction.**

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.

- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves, and promote peer teaching.

- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interests and experiences with second language learning.

- Connect tasks with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences in the language and culture classroom.

Chapter 5
Students Who Are Gifted

Chapter Summary

Characteristics of Students Who Are Gifted
Implications for Learning and Teaching
Advanced Thinking Processes
Mentorships
Providing Additional Opportunities

Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels.

Common Intellectual Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Advanced Intellectual Achievement	• Takes great pleasure in intellectual activity. • Has high aspirations. • Easily grasps new ideas and concepts and understands them more deeply than same-aged peers. • Easily memorizes facts, lists, dates and names. • Enjoys playing challenging games and making elaborate plans. • Appears bored or impatient with activities or people.
Motivation and Interest	• Requires little external motivation to follow through on work that initially excites. • Demonstrates persistence in pursuing or completing self-selected tasks in and out of school. • Develops interests independently. • Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another. • Asks a lot of questions—one after another. • Asks tough questions about abstract ideas like love, relationships and the universe. • Has a great deal of energy and may need constant stimulation.
Verbal Proficiency	• Talks early and pronounces words correctly from the start. • Develops a large and advanced vocabulary, and uses complex sentence structures. • Makes up elaborate stories. • Enjoys memorizing and reciting poems and rhymes. • Teaches himself or herself to read. • Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.
Problem-solving Ability	• Thinks logically, given appropriate data. • Uses effective, often inventive strategies for recognizing and solving problems. • Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working. • Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm. • Extends prior knowledge to solve problems in new situations or applications. • Creates new designs and inventions. • Shows rapid insight into cause-and-effect relationships.

Trait or Aptitude	Behavioural Examples
Logical Thinking	• Enjoys counting, weighing, measuring and categorizing objects.
	• Loves maps, globes, charts, calendars and clocks.
	• Prefers his or her environment to be organized and orderly.
	• Gives (or demands) logical, reasonable explanations for events and occurrences.
	• Comes up with powerful, persuasive arguments for almost anything.
	• Complains loudly if he or she perceives something as unfair or illogical.
Creativity	• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways.
	• Uses materials in new and unusual ways.
	• Has lots of ideas to share.
	• Creates complicated play and games, or adds new details and twists to stories, songs, movies and games.
	• Responds to questions with a list of possible answers.
	• Escapes into fantasy and appears to have trouble separating what's real from what's not.
	• Goes off in own direction rather than following instructions.
	• Spends a lot of time daydreaming or thinking, which may be perceived as wasting time.
	• Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours.

Common Affective Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Heightened Sensitivity	• Experiences emotions strongly and may be emotionally reactive. • Reacts strongly and personally to injustice, criticism, rejection or pain. • Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts and experiences, and can be upset by other people's strong emotions. • Is easily excited or moved to tears. • Appreciates aesthetics and is able to interpret complex works of art. • Shares feelings and ideas through one or more of the arts. • Is extremely observant and able to read nonverbal cues. • Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices). • May become fearful, anxious, sad and even depressed. • Responds emotionally to photographs, art and music.
Heightened Intensity	• Is energetic and enthusiastic. • Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result. • Has strong attachments and commitments. • Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal. • Collects things. • Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest. • Appears restless in mind and body. • Gets easily frustrated and may act out.
Perfectionism	• Sets high (often unrealistic) expectations of self and others. • Is persistent, perseverant and enthusiastically devoted to work. • Gives up if own standards are not met or if a mistake is made. • Is self-evaluative and self-judging. • Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance. • Becomes extremely defensive of criticism.
Introversion	• Has deep feelings and a complex inner life. • Is reflective and introspective. • Focuses on inner growth through searching, questioning and exercising self-corrective judgement. • Is knowledgeable about own emotions. • Withdraws into self rather than acting aggressively toward others.

Trait or Aptitude	Behavioural Examples
Moral Sensitivity and Integrity	• Is concerned about ethical issues at an early age. • Has strong moral convictions. • Is capable of advanced moral reasoning and judgement. • Places a strong value on consistency between values and actions in self and others. • Is extremely aware of the world. • Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large). • Assumes responsibility for others and self.
Sense of Humour	• Makes up riddles and jokes with double meanings. • Makes up puns and enjoys all kinds of wordplay. • Plays the class clown. • Can be disruptive or get frustrated when others don't "get it." • Does not understand or seem to appreciate the humour of other students.

Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:
• may be more complex and intense than same-age peers
• may feel incompatible with other students their age and with learning and recreational activities designed for their age group
• appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

Implications for Learning and Teaching

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Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, p. 128.

For some students who are gifted, a combination of the characteristics mentioned above may lead to difficulties with peer relations, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

Characteristic	Learning Need
• unusual retentiveness	• exposure to quantities of information
• advanced comprehension	• access to challenging learning activities
• varied interests	• exposure to a wide range of topics
• high level of verbal skills	• opportunities for in-depth reflection and discussion
• accelerated pace of thinking	• individually paced learning
• flexibility of thought processes	• challenging and diverse problem-solving tasks
• goal-directed behaviours	• longer time spans for tasks
• independence in learning	• more independent learning tasks
• analytical thinking	• opportunities for higher-level thinking
• self-motivation	• active involvement in learning
• emotional sensitivity	• opportunities to explore and reflect on affective learning
• interest in adult issues	• exposure to real-world issues
• holistic thinking	• integrated approach to learning
• avid reader	• access to diverse materials

Individualized Program Plans (IPPs)

All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student's IPP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted). The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student's long-term goals and success across subject areas.

Flexible Pacing

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities in the language and culture class.

_____

Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.

Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of language and culture instruction.

Course Level/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
10-3Y level • developing reading skills in Japanese	• Class reads grade-level story and discusses.	• Students read story written above course level and develop graphic organizer to illustrate understanding.
20-3Y level • exchanging basic personal information; e.g., name, age	• Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.	• Students interview community members who speak Japanese, write about what they learned from the interview, and then introduce the community members to the class.
30-3Y level • exploring the use of language for imagination, humour and fun	• Students play a variety of traditional sports or games in Japanese.	• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in Japanese.

Alternative Learning Activities/Units

Alternative activities challenge students who have already mastered the learning outcomes in the program of studies. These activities can take many forms and should challenge the students' thinking abilities and push students to engage more deeply in the content area.

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Appendix C
Alternative
Learning Activities
Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. Some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instructional time. See the following sample menu.

Sample Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or diagonal line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	PLAN	INTERVIEW
In Japanese, demonstrate the preparation of a nutritious snack for the class and then share the results!	Plan a menu for a class party. Write a grocery list in Japanese for your party supplies.	In Japanese, interview other students about their snacking habits. How do they try to make healthy choices?
RESEARCH	YOUR IDEA	SURVEY
Research traditional foods enjoyed in a Japanese-speaking community during major holidays.		Develop a survey in Japanese about students' favourite lunch foods. Ask your classmates to complete the survey.
DISPLAY	CREATE	EVALUATE
Design a display board that illustrates favourite foods of the class and that includes the Japanese words and phrases for each food.	Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in Japanese. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in Japanese.	Create a rubric in Japanese to evaluate your performance in one of the other activities on this menu.

Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience from beyond the classroom
- keeping a portfolio of results.

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a focus, develop a plan of action, follow it through and monitor their process. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

Possibilities for independent study include:

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

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Appendix C
Sample
Independent Study
Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

Advanced Thinking Processes

Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels people learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

1.

Category	Definition	Activities	Sample Products
Knowledge	Ability to remember previously learned facts and ideas.	tell • recite • list • memorize • remember • define • locate	workbook pages • quiz or test • skill work • vocabulary • facts in isolation

lower to higher

Illustrative Example
• Recite the names of family members (e.g., mother, grandfather, sister) in Japanese.

Caution
Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.

2.

Category	Definition	Activities	Sample Products
Comprehension	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation

Illustrative Examples
• Explain, in Japanese, how to play a game.
• Demonstrate, in Japanese, how something works.

3.

Category	Definition	Activities	Sample Products
Application	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft

Illustrative Examples
• Interview a school volunteer who speaks Japanese.
• Listen to a partner describe an object in Japanese, and draw what your partner describes.

Taxonomy of Thinking: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

4.

Category	Definition	Activities	Sample Products
Analysis	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	investigate • classify • categorize • compare • contrast • solve	survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples
- Choose an important vocabulary word in Japanese, and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing English and Japanese.

5.

Category	Definition	Activities	Sample Products
Evaluation	Establish criteria and make judgements and decisions.	judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique	decision • rating • editorial • debate • critique • defence • verdict • judgement

lower to higher

Illustrative Examples
- Listen to two short stories in Japanese, and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an ad, and then rate the effectiveness of three ads from a Japanese language magazine.

6.

Category	Definition	Activities	Sample Products
Synthesis	Re-form individual parts to make a new whole.	compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine	lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples
- Compose a song in Japanese.
- View a travel film on Japan, and plan activities for a seven-day vacation with your family.

Mentorships

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. For language and culture programs, mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Alternatively, students can share the language learning process with an adult learner, who can encourage metacognitive development by exploring and discussing language learning strategies.

Guidelines for mentorships:

1. Identify what (not whom) the students need.

2. Discuss with the students whether they would like to work with a mentor and, if so, what they would like to gain from the relationship.

3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.

4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.

5. Match mentors with students.

6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants' roles and responsibilities.

7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

Providing Additional Opportunities

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class in another country so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using Japanese to engage in communication for real purposes can lead to significant enrichment and satisfaction.

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information …

Appendix C
Sample Text Forms

In addition, students who are gifted will often benefit from access to a wide variety of print and multimedia resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.

Chapter 6
English as a Second Language Learners

Chapter Summary

English as a Second Language (ESL) Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

English as a Second Language (ESL) Learners

English as a second language (ESL) learners are those students who first learned to speak, read and/or write a language other than English. ESL students may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may be learning to speak English as a second language.

Canadian-born ESL Students

First Nations, Métis and Inuit (FNMI) peoples	- may speak English, French, an FNMI language or a combination of languages in their homes and communities - can differ greatly from community to community - have skill in their first language, which influences further language learning, that ranges from fluent to minimal - may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking
Francophone people	- come from within the province and from other areas of Canada - may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school
Hutterites, Mennonites or people of other religious groups	- attend school within their communities and learn English to access the outcomes of the program of studies - have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials
Canadian-born children of immigrants	- have parents who may not speak English, limiting family support in schooling - in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time

Foreign-born ESL Students

Recently arrived immigrants	- make up a large group of ESL students in Alberta schools - may arrive at any time in the school year, and could be at any grade level - usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language
Refugees	- have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation - may not have wanted to leave their home countries - may be worried about family members who have been left behind - may have received little or no formal schooling and have complex needs that go beyond learning English as a second language - may qualify for additional assistance from the federal government on arrival - may require assistance from government, social and community agencies for several years

Challenges for ESL Students

- Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.

- Students are in an environment where they are expected to acquire ever more sophisticated and complex knowledge and understanding of the world around them.

- Students often learn the full Alberta curriculum while learning English.

- Many students will experience value and cultural conflicts between their home language and culture and the English language and culture in which they are immersed.

Cultural Considerations

Each ESL student's cultural and life experiences will differ from those of other ESL students and those of other classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, language can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side by side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

The Role of Culture in Second Language Learning

Learning a second language often involves learning a new culture. By the time a child is 5 years old, the first culture is already deeply rooted. The first culture of ESL students influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, it should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.

Some ESL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. ESL students may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with the parents or guardians and the student will help ESL students feel more comfortable in the school setting.

Impact on Learning Preferences

Like all students, ESL students have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty making mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. ESL students may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

ESL students may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of ESL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

Understanding Cultural Differences in Student Behaviour

Teachers working with ESL students should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events because of different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that ESL students may exhibit.

Behaviour or Attitude	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.
The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and may prefer activities that yield more tangible and evident results.

Behaviour or Attitude	Possible Cultural Explanation
The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.	Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours.
The student seems inattentive and does not display active learning behaviours.	In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note taking.
Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is considered impolite, being interpreted as a suggestion that the teacher has not been doing a good job.
The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences.
The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures. In such cultures, the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.

As ESL students become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of ESL students will affect and make demands of the other students in the class.

Feedback on Pronunciation

An ESL student may be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the student's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

Jaw an Baw wa to da sto. (John and Bob walked to the store.)

Many ESL students are unnecessarily referred to speech–language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech–language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

It is important for classroom teachers to understand the differences between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and ESL learners need support and assistance with their language learning to achieve CALP. Therefore, in language and culture programs, it is important to remember that ESL learners may or may not have sufficient language or concepts on which to base their new language learning.

Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. Students for whom English is a second language, including those who are learning two languages as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, the recency of the second language acquisition, linguistic distance and interlanguage transfer. English as a second language (ESL) students may find it beneficial to learn a third language as it may improve their understanding of English.

Second Language Acquisition

The term *second language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

ESL learners are already learning a second language—typically English—in Alberta schools. Whatever their backgrounds, all ESL students will benefit from being included in the Japanese language and culture program. The most compelling reason is that it is typically during the Japanese language and culture program that all students in the classroom tend to be on a more level playing field. For example, when a teacher is speaking Japanese, it is possibly the one time during the day when the ESL student understands as much as his or her classmates and is not at a disadvantage, as with instruction in English. In fact, the ESL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. ESL students should be encouraged to be included in Japanese language and culture programs, despite their limited proficiency in English.

Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.

Tips for Teachers of ESL Students

1. **Be conscious of the vocabulary you use.**
   Choose simple, straightforward words that are in everyday use.

2. **Provide additional wait time when students are responding to questions.**

3. **Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**
   Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of "The homework must be completed and handed in by Friday," it would be better to say "You must finish the work and give it to me on Friday."

4. **Recycle new words.**
   Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.

5. **Rephrase idioms or teach their meanings.**
   ESL students often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.

6. **Clearly mark transitions during classroom activities.**
   To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., "first we will …", "now it's time for …".

7. **Give clear instructions.**
   Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.

8. **Use many nonverbal cues.**
   Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.

9. **Periodically check to ensure ESL students understand.**
   ESL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.

10. **Write key words on the board, and use visual and other nonverbal cues, whenever possible, to present key ideas.**
    Concrete objects, charts, maps, pictures, photographs, gestures, facial expressions and so on form an important complement to oral explanations for ESL students.

11. **Provide written notes, summaries and instructions.**

12. **Use the students' native languages to check comprehension and to clarify problems.**
    If you or some of your students speak the native language of your ESL student, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most ESL students will only need this additional support for a limited time or in rare situations.

Tips for Teachers of ESL Students: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. ©1999 Province of British Columbia. All rights reserved.

13. **Communicate interest in students' linguistic development, and set expectations.**

14. **Respond to students' language errors.**
    When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student's Perspective

As well as creating an effective learning environment for ESL students, it is important for teachers to consider the learning environment from the student's perspective.

ESL students learn best when they:
- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to make mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

Celebrating Cultural Differences

There are many ways to celebrate cultural differences in the classroom and the school.

Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your classroom and in your community.

2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.

3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.

5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

Differentiating Learning Activities for ESL Students

It may be necessary to differentiate learning activities for ESL students. Some examples of differentiation for ESL students are listed in the chart below.

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
10-3Y level	Develop reading skills in Japanese.	Class reads grade-level story and discusses.	ESL learner will highlight words understood. ESL learner will sit with a buddy and follow the text.
20-3Y level	Exchange basic personal information.	Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together.	ESL learner will contribute some of the words for the script. He or she may mime parts of the script for the class.
30-3Y level	Explore the use of language for imagination, humour and fun.	Students play a variety of traditional sports or games in Japanese.	ESL learner may display prior knowledge of a game and teach the game to classmates.

Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with ESL students. In general, structured cooperative learning activities, group discussions and the use of educational technologies are effective instructional strategies for ESL students.

Cooperative Learning

➡ **For more information …**

Chapter 3

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

The benefits of using cooperative learning with ESL students are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that ESL students may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group ESL students carefully, assign roles in each group and monitor group interactions.

Group Discussions

Similar to cooperative learning, group discussions allow ESL students to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of using group discussions are that ESL students may have insufficient listening comprehension skills, may misinterpret body language and may feel anxiety over the expression of their personal opinion, especially if such expression was not encouraged in their previous educational setting.

To foster effective group discussions, teachers need to encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give ESL students an opportunity to think before they respond.

Technology

➜ For more information …

Chapter 3

All students, including ESL students, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, whereas others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggestions for using technology include:
- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions
- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by presenting information in a new way, e.g., providing oral presentation of written text, and by allowing students to work independently at their own pace. Interacting through technology may also be less threatening and intimidating for ESL students than interacting in person.

The challenges of using technology include providing instruction on how to use the technology and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. ESL students may need to be introduced to the North American keyboard. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

Suggestions for Assessment

➔ **For more information …**

Chapter 7

Appendix E
Assessment
Blackline Masters

With ESL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of ESL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

Modifying Assessment for ESL Students

Novice Students (up to six months in an English-speaking classroom with ESL support)	• Have student point to the picture of a correct answer (limit choices). • Have student circle a correct answer (limit choices). • Instruct student to draw a picture illustrating a concept. • Instruct student to match items. • Have student complete fill-in-the-blank exercises with the word list provided. • Reduce choices on multiple choice tests. • Test student orally in English or in the native language.
Beginning Students (up to two years in an English-speaking classroom with ESL support)	• Instruct student to match items. • Have student complete fill-in-the-blank exercises with the word list provided. • Give open-book tests. • Ask student to retell/restate (orally and in writing). • Instruct student to define/explain/summarize orally in English or in the native language. • Use cloze procedures with outlines, charts, time lines and other graphic organizers.

Modifying Assessment for ESL Students: Adapted from Pamela Wrigley, *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners* (Oneonta, NY: ESCORT, 2001), p. 146. Adapted with permission from ESCORT.

Intermediate Students (up to five years in an English-speaking classroom with ESL support)	• Have student explain how an answer was achieved (orally and in writing). • Have student complete fill-in-the-blank exercises. • Ask student to retell/restate (orally and in writing). • Have student define/explain/summarize (orally and in writing). • Have student compare and contrast (orally and in writing). • Use cloze procedures with outlines, charts, time lines and other graphic organizers. • Have student analyze and explain data (orally and in writing). • Instruct student to express opinions and judgements (orally and in writing).

Reporting ESL Students' Progress

School jurisdictions may have specific policies regarding the reporting of achievement of ESL students. Some jurisdictions will supply specifically designed ESL report cards. Other jurisdictions will modify the regular report card to reflect the program of the ESL student. Still other jurisdictions have developed report cards that reflect the needs of all students and that have the capacity to include learner outcomes developed specifically for ESL students. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.

Chapter 7
Classroom Assessment

Chapter Summary

Introduction
Assessment
Evaluation
Assessment for Learning (Formative) and Assessment of Learning (Summative)
Determining the Assessment Purpose
Principles of Effective Classroom Assessment
Assessment Accommodations for Students with Special Education Needs
Student-directed Assessment
Teacher-directed Assessment
Assessment and Evaluation Resources

Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for learning activities that will be used to build understanding and skills.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching–learning process, facilitating student learning and improving instruction.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and are able to do in relation to learning outcomes. Informed by a well-designed and implemented

assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

Teachers use assessment to:
- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

Assessment practices should:
- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks
- be communicated to students so that they understand expectations related to learning outcomes and can plan for success.

Also, assessment practices should help and encourage students to:
- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for further improvements.

Evaluation

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student's response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.

Assessment for Learning (Formative) and Assessment of Learning (Summative)

Assessment is generally divided into two categories: assessment for learning (formative assessment) and assessment of learning (summative assessment). For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

Assessment for Learning

➜ For more information …

Appendix E

Assessment for learning is characterized by the ongoing exchange of information about learning among students, peers, teachers and parents. It provides information about student progress, allowing a teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members or guardians and bring a photograph or drawing of their family to class. They take turns introducing their family members or guardians to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.
  Caution
  Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

- After hearing Japanese spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good Japanese pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.

Examples of assessment of learning activities include the following:

- At the conclusion of a unit on "My Friends," students prepare a personal collage by using pictures of themselves; their friends; their favourite activities, foods and books; and their likes and dislikes. Each picture is labelled in Japanese. The collages are then presented orally in Japanese. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.

- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match Japanese vocabulary words with the corresponding words in English. These tests are marked and contribute to an overall mark in a reporting period.

Comparing Assessment for Learning and Assessment of Learning

Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
Checks learning to determine 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 assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administrators, parents, school board, Alberta Education, post-secondary institutions) in addition to students and teachers.
Is used continually by providing 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 part of 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" (self-referenced, making learning more personal).	Usually compares the student's learning either with other students' learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more focused).

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001. Used with permission from Ruth Sutton Ltd.

Japanese Language and Culture Guide to Implementation (10-3Y, 20-3Y, 30-3Y)
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Determining the Assessment Purpose

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.

- Teachers can ask students to rate, on a scale from easy to difficult, what has been learned. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers can ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.

- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning logs.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

Meaningful Assessment

The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

Assessing Student Learning in the Classroom

Assessing, Evaluating & Communicating

Planning

What will students learn?

What will be the next steps in learning?
• self/teacher reflection
• goal setting

How will we know learning has occurred?
• criteria/indicators
• exemplars

How will students receive summative feedback?
• qualitative/descriptive
• quantitative/marks
• self/teacher as judge
   assessment **OF** learning

Program of Studies: Learner Outcomes

How will students receive ongoing formative feedback?
• descriptive
• specific
• self/peer/parent/mentor/
   teacher as coach
      assessment **FOR** learning

What will be the next steps in learning?

How will we collect evidence of learning?
• purpose and context
• demonstrations of learning
   - observations
   - learning logs
   - performance tasks
   - projects
   - tests
   - written language
   - oral language
   - visual communication

How will students demonstrate their learning?

What activities will enable students to learn?

Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors for teachers to consider as they plan and develop an effective classroom assessment program. The graphic on the preceding page, "Assessing Student Learning in the Classroom," outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

Assessment reflects intended outcomes from the program of studies.

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a "big idea" or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans:
- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made based on the results.

Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessment activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

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. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. Some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers 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 and needs.

Assessment impacts student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. "Accommodations to … assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities …. Such accommodations or adaptations should be made to ensure the most accurate understanding of a student's performance …" (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

➜ **For more information …**

Chapter 6
Modifying
Assessment for ESL
Students

Chapter 7
Assessment
Accommodations
for Students with
Special Education
Needs

Appendix C
Examples of
Assessment
Accommodations

Accommodations to programming and assessment, including those for ESL students and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.

Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, what they need to learn and what they have achieved, and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- take place before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.

Assessment Accommodations for Students with Special Education Needs

➜ **For more information …**

Chapter 4

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodations.

Accommodation in Kind (Task)	Accommodation in Depth (Detail)
• Familiarize students with methods being used. • Use alternative assessment formats; e.g., oral tests, conferences. • Encourage student negotiation of performance tasks. • Provide exemplary models. • Allow students to practise the activity. • Convert short answer questions to a cloze format. • Present tasks that begin with the concrete and move to the abstract. • Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers. • Allow peer support, such as partner work.	• Break down complex tasks into smaller steps. • Provide written instructions in addition to verbal directions. Put an outline of steps on the board. • Include picture clues to support verbal instructions. • Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions. • Teach students to attend to key direction words in questions by using a highlighter. • Avoid excessive corrections by focusing on fewer expectations.
Accommodation in Breadth (Volume)	**Accommodation in Pace (Timing)**
• Reduce amount of reading and writing required. • Reduce amount of content per assessment task. • Provide clear, simple directions for the assessment activity. • Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes. • Monitor work to ensure time lines are met.	• Provide additional time to complete tasks and tests. • Have students repeat and rephrase instructions. • Allow students to complete the assessment task over several sessions. • Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task. • Take into account improvement over time.

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.

Student-directed Assessment

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

By integrating self-assessment activities and providing time for goal setting and peer assessment in routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator. To increase student involvement in the assessment process, teachers should:

- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language that students understand
- develop assessment tools collaboratively with students
- develop self-monitoring and self-assessment tools for different tasks and assignments
- encourage student goal setting.

Conferencing

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about a student's use of text and may use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and to discuss their progress and goals.

The purpose of conferencing is to:
- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

Tips for Conferencing with Students

1. Ensure that students are aware of the purpose of the conference and of the expectations of participants before the conference begins.

2. Manage conferences by setting aside definite times.

3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.

4. Use a class list to ensure that all students are seen in individual conferences.

5. Allow students to request conferences on a sign-up basis.

6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.

7. Review class records frequently to ensure that all students are being seen regularly.

8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.

9. Maintain a friendly, relaxed atmosphere that promotes trust.

10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the purpose of conferences and the expectations of all members of the class during conference times. Establish procedures for problem-solving other class issues that may arise during conference times.

11. Conference more frequently with students having difficulty.

12. Focus on only one or two topics at each conference.

13. Begin and end each conference on a positive note.

14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.

15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.

16. In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and to record anecdotal notes.

Personal Reflection and Self-assessment

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess they:
- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing probes and questions that help students reflect on their own learning:

Reflecting on Content
Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

Reflecting on Information Processing
Describe how effective you were in gathering information for your project.

Reflecting on Communication
Describe how effective you were in communicating your conclusions to your discussion group.

Reflecting on Collaboration and Cooperation
Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as the following:
- This piece of work demonstrates that I can …
- I can improve my work by …
- After reviewing my work, I would like to set a new goal to …
- A strategy that worked well for me is …

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

Portfolios

A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas can be selected and placed in a portfolio, including stories, tests and projects.

Effective portfolios:
- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments—that feature work from all of the multiple intelligences.

Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because …
- This piece showcases my _____ intelligence because …
- If I could show this piece to anyone—living or dead—I would show it to _____ because …
- People who knew me last year would never believe I created this piece because …
- This piece was my greatest challenge because …
- My (parents, friend, teacher) liked this piece because …
- One thing I learned about myself is …[1]

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

Goal Setting

> → **For blackline masters …**
>
> Appendix E
> Self-assessment Checklist and Goal Setting,
> Long-term Goal Setting

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in the students' learning, set goals and plan the steps students will take toward achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., "Next time I will …."

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

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1. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- consider areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

The results of self-assessment, peer assessment and goal setting are used to monitor students' performance and to improve it. Information gathered can be used to plan for future instruction, but it should not be included in a performance mark for a report card.

Learning Logs

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool.

Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as "Got it, Getting it, Don't get it yet." Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.

Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one's own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performance, can expand students' self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by recognizing areas in which they need to improve.

Peer Assessment

➔ **For blackline master …**

Appendix E
Peer-assessment
Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria and to offer encouragement and suggestions for improvement. Peer assessment offers students the opportunity to share with one another their insights about learning Japanese.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers' work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as "good" or "bad." It may be helpful if teachers have students offer two positive comments and one question about their peers' work.

Peer assessment could be facilitated by having students:
- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

Checklists, Rating Scales and Rubrics

➜ **For blackline masters …**

Appendix E
Observation
Checklist;
Checklist and
Comments 1 and 2;
Rating Scale 1, 2
and 3; Rubric;
Rubric and
Checklist

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:
- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments.

Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.

2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.

3. Ensure that the characteristics and descriptors listed are clear, specific and observable.

4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?

5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.

6. Leave space to record anecdotal notes or comments.

7. Use generic templates that become familiar to students and to which various descriptors can be added quickly to reflect the outcome(s) being assessed.

8. Provide guidance to students to use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations, and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as **always**, **usually**, **sometimes** and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:
- put a star beside the skill they think is the most important for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity**; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

Developing Rubrics and Scoring Criteria
Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:
- What are the specific language and culture curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom's taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider using the following guidelines:
- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing, but there are some errors, and mastery is not thorough. This is an "On the right track, but …."
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but …." The teacher needs to make decisions about appropriate intervention to help the student improve.

Creating Rubrics with Students
Learning improves when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.

- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the "next steps" in learning.

Informal Observation

Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print. Teachers can make mental notes of the extent to which students are able to meet outcomes and can offer feedback, encouragement and praise as needed.

Anecdotal Notes

➔ For blackline master …

Appendix E
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student's request. They can also be shared with students and parents at parent–teacher–student conferences.

Anecdotal notes:
- provide information regarding a student's development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents and other teachers.

Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations, using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.
   OR
   Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.

2. Keep notes brief and focused (usually no more than a few sentences or phrases).

3. Note the context and any comments or questions for follow-up.

4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.

5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.

6. Record comments regularly, if possible.

7. Record at different times and during different activities to develop a balanced profile of student learning.

8. Review the notes frequently to ensure that they are being made on each student regularly, and summarize information related to trends in students' learning.

Observation Checklist

➔ **For blackline master …**

Appendix E
Observation
Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects students' learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format, can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or a group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.

2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.

3. Ensure that students know and understand what the criteria are.

4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.

5. Collect observations over a number of classes during a reporting period, and look for patterns of performance.

6. Date all observations.

7. Share observations with students, both individually and in a group. Make the observations specific and describe how they demonstrate or promote thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit."

8. Use the information gathered from observation to enhance or modify future instruction.

Question and Answer

➔ For more information …

Chapter 1
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question and answer assessment include the following:

- Apply a wait time or "no hands-up rule" to provide students with time to think about a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom's taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

Quizzes

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students' grades do not become unbalanced by including an overabundance of results from quizzes.

Different purposes for quizzes:
- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Nongraded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

Tests and Examinations

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time and therefore do not appear in the course level samples assessment sections of this resource. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or an examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

Performance Assessment

"A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired" (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills and strategies.

Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner's context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student's performance. Results from performance assessments should account for the largest percentage of a student's grade as they are a clear indicator of student understanding of the outcomes.

"When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them" (Schlechty 1997).

Performance assessment is:

Contextualized

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

Authentic

Tasks are designed to present students with a real communicative purpose for a real audience.

Task-based

Students must follow a well-defined process to create and/or present a product in a way to elicit specific use of the second language.

Learner-centred

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they progress in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

Performance assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments [MLPA]: A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.

A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at http://www.aac.ab.ca for further guidance in developing and using performance assessments.

Assessment and Evaluation Resources

Alberta Assessment Consortium (AAC)

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at http://www.aac.ab.ca to find:
- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.

Chapter 8
Course Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Reading the Course Level Samples
Course Level Samples for 10-3Y, 20-3Y, 30-3Y
- Applications
- Language Competence
- Global Citizenship
- Strategies

Introduction

The course level samples section provides sample teaching and learning activities with corresponding assessment strategies for each specific outcome in the Japanese Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. The prescribed general and specific outcomes for each level appear in the same order as in the program of studies.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

Integrate for Efficiency and Motivation

In the time allotted for each level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

Reading the Course Level Samples

The component label, general outcome, cluster heading, course label, strand and specific outcome are presented first.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to impart and receive information	**10-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. identify and describe concrete people, places and things

Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Poster Presentation

Have the students design posters of people/places/things using images from magazines, catalogues, the Internet or their own drawings. Have the students post their posters around the classroom and present them orally to small groups who move from poster to poster asking questions and listening to the descriptions given.

Q:	(What is it?)	A:	(It's sushi.)
Q:	(What is it?)	A:	(It's a bullet train.)
Q:	(What is it?)	A:	(It's the Himeji Castle.)

Q:	(Who is it?)	A:	(It's Ichiro.)
Q:	(Who is it?)	A:	(He's a baseball player.)
Q:	(Who is it?)	A:	(It's my father.)
Q:	(Who is it?)	A:	_____ (It's Mr./Ms. ____.)

Suggestions for assessment follow the sample teaching and learning activities and appear under the heading Sample Assessment Strategies.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− identify and describe concrete people, places and things?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist as they listen to the descriptions given by their classmates to determine if their peers are able to identify and describe concrete people, places and things (see sample blackline master in Appendix E: Peer-assessment Checklist).

Course Level Samples for 10-3Y

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1   to impart and receive information
A–2   to express feelings and personal perspectives
A–3   to get things done
A–4   to form, maintain and change interpersonal relationships
A–5   to extend their knowledge of the world
A–6   for imaginative purposes and personal enjoyment

Language Competence

Students will use Japanese **effectively** and **competently**.

LC–1   attend to form
LC–2   interpret texts
LC–3   produce texts
LC–4   interact
LC–5   apply knowledge of the sociolinguistic/sociocultural content
LC–6   apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1   historical and contemporary elements of Japanese culture
GC–2   affirming diversity
GC–3   personal growth and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1   language learning
S–2   language use
S–3   general learning

Applications

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to impart and receive information	**10-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. identify and describe concrete people, places and things

SAMPLE TEACHING AND LEARNING ACTIVITIES

Poster Presentation
Have the students design posters of people/places/things using images from magazines, catalogues, the Internet or their own drawings. Have the students post their posters around the classroom and present them orally to small groups who move from poster to poster asking questions and listening to the descriptions.

Q:	(What is it?)	A:	(It's sushi.)
Q:	(What is it?)	A:	(It's a bullet train.)
Q:	(What is it?)	A:	(It's the Himeji castle.)

Q:	(Who is it?)	A:	(It's Ichiro.)
Q:	(Who is it?)	A:	(He's a baseball player.)
Q:	(Who is it?)	A:	(It's my father.)
Q:	(Who is it?)	A: _____	(It's Mr./Ms. ____.)

Caution: Students should be monitored when using the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify and describe concrete people, places and things?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist as they listen to the descriptions given by their classmates to determine if their peers are able to identify and describe concrete people, places and things (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to impart and receive information	**10-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. ask for and provide basic information

SAMPLE TEACHING AND LEARNING ACTIVITIES

Find Your Family

Prepare 3 to 5 different sets of family cards. Each card in the set should have a family name, a first name and an age listed on it. Distribute one card to each student. Each student role-plays being that person, but only shares his or her name and age with others when asked; e.g.,

Q: おなまえは。(What is your name?)
A: 〜です。(I'm ____.)
Q: なんさいですか。(How old are you?)
A: 〜さいです。(I'm ____ years old.)

Have the students circulate, asking and answering the above questions to find their family groups. To end the activity, have the students stand in their family groups and introduce themselves as part of their families.

Alternative Activity: Complete the above activity and have the students ask for other information, such as a telephone number; e.g.,

でんわばんごうはなん（ばん）ですか。or でんわばんごうは。(What's your telephone number?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− ask for and provide basic information?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they ask and answer questions and use the checklist to assess if students are able to ask for and provide basic information (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to impart and receive information	**10-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* c. respond to simple, predictable questions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interviews
Have the students prepare for an oral interview and learn to answer several general questions about a familiar topic. Have the students interview one another, using a list of general questions.

Extension Activity: After students have practised with one another, have them respond to the same questions in individual interviews with you.

Giving Missing Information
Divide the students into pairs and provide each pair with a telephone number list with name and address information blanked out, and an answer sheet. Have the students ask each other and answer simple questions to fill in the information gaps; e.g.,

Q: にこにこ pizza のでんわばんごうはなん（ばん）ですか。(What is Niko Niko Pizza's telephone number?)
A: 780–987–65xx です。 (It's 780–987–65xx.)

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* c. respond to simple, predictable questions

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− respond to simple, predictable questions?

Anecdotal Notes
Observe students as they conduct their interviews. Note and record how well they are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they respond to the simple questions and use the checklist to assess if students are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express feelings and personal perspectives	**10-3Y**

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* a. express a personal response and simple preferences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Survey of Favourites
With students' input, create a survey about students' preferences regarding a familiar topic such as music. Have the students ask one another about their preferences and record the responses; e.g.,

Noun がすきですか。」

なまえ Name	だいすき Love it	すき Like it	まあまあ So-so	きらい Dislike it
さん/くん				
さん/くん				
さん/くん				

Note: Some consideration needs to be given to the words きらい (dislike) and だいきらい (hate).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   express a personal response and simple preferences?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they ask the survey questions and give responses. Use the checklist to assess if students are able to express a personal response and simple preferences (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express feelings and personal perspectives	**10-3Y**

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* b. inquire about and express likes and dislikes

SAMPLE TEACHING AND LEARNING ACTIVITIES

Movie Poster
Create a poster of a menu; e.g., Japanese food, Western food. Have the students ask their classmates a few questions about their likes and dislikes based on the food items listed on the menu. Have the students record their partners' likes and dislikes; e.g.,

- 〜がすきですか。(Do you like ____?)
- はい、だいすきです。(Yes, I love it.)
- はい、すきです。(Yes, I like it.)
- まあまあです。(It's so-so.)
- いいえ、あまり…。(No, not really.)

なまえ Name	だいすき Love it	すき Like it	まあまあ So-so	きらい Dislike it	だいきらい Hate it
さん/くん					
さん/くん					
さん/くん					

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- inquire about and express likes and dislikes?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe students as they inquire about and express likes and dislikes based on the menu posted. Use the checklist to assess if students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express feelings and personal perspectives	**10-3Y**

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* c. identify favourite people, places or things

SAMPLE TEACHING AND LEARNING ACTIVITIES

Magazine Pictures
Select pictures from magazines that depict different people, places or things; e.g., movie theatre, mall, amusement park, ski hill, rodeo. Show the pictures to students and ask them to tell you what their favourite is; e.g.,

A: B   (B, which one do you like the best?)
B: ____   (I like ____ the best.)

Alternative Activity: Show a picture to students and have them respond; e.g.,

A: このしゃしんはどうですか。 (What do you think about this picture?)
Possible responses:
– かわいい(です)。 (It's cute.)
– こわい(です)。 (It's scary.)
– おもしろい(です)。 (It's interesting/funny.)
– つまらない(です)。 (It's boring.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify favourite people, places or things

Informal Observation
Observe students as they identify their favourite people, places or things based on the pictures you show. Make mental notes of the extent to which students are able to identify favourite people, places or things. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express feelings and personal perspectives	**10-3Y**

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* d. identify feelings

SAMPLE TEACHING AND LEARNING ACTIVITIES

Illustrating Feelings
Have the students draw pictures to depict feelings, e.g., angry, sad, happy, surprised, worried, and write the appropriate vocabulary word under each picture. Then have the students raise their pictures in response to a story or descriptions of different situations; e.g., forgot my homework, it's my birthday.

Emotions
Have the students research and create a poster that depicts emotion symbols or icons used in North America and those used in Asia, for example:

Meaning	**North America**	**Asia**
smiling (happy)	:-)	(^_^)
wink (joke)	;-)	(`_^)
sad	:-(	(<_>)
shocked	:-O	(O_O)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify feelings?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe students as they create their pictures and identify feelings based on the story or descriptions. Use the checklist to assess if students are able to identify feelings (see sample blackline master in Appendix E: Observation Checklist).

Informal Observation
Observe students as they create the poster. Make mental notes of the extent to which students are able to identify feelings. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* a. indicate basic needs and wants

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Survival Expression Posters

At the beginning of the school year, have the students work in groups to create posters with the basic expressions needed to survive in the classroom. Display the posters in the classroom and have the students use them as a reference when indicating basic needs; e.g.,

– ～をください。 (May I have ____?)
– ～をかしてください。 (May I borrow ____?)
– ちょっとまってください。 (Please wait for a moment.)
– すみません、よくきこえません。 (Excuse me, I can't hear you well.)
– もういちどいってください。 (Please say it again.)
– これはしゅくだいですか。 (Is this homework?)
– トイレにいってもいいですか。 (May I go to the washroom?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– indicate basic needs and wants?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Look for students' appropriate use of these classroom survival phrases throughout the school year. Use the checklist to assess if students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* b. give and respond to simple oral instructions or commands

SAMPLE TEACHING AND LEARNING ACTIVITIES

Simon Says

Involve the students in a game of "Simon Says" or "せんせい says" using simple commands. Review classroom commands with the students, such as "please open the door," "turn on the light," "open the window," "pass the paper" and "line up." Call out commands and have the students act out accordingly. Once students are familiar with the commands, they may act as "せんせい/Simon" and give commands to their classmates. Sample commands include:

たって (stand up)	すわって (sit down)	かいて (write)
みて (look)	きいて (listen)	よんで (read)
みせて (show it)	あけて (open)	しめて (close)
きて (come)	いって (say or go)	しずかにして (be quiet)
かして (lend me)	かえして (give it back)	てをあげて (raise your hand)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– give and respond to simple oral instructions or commands?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the Simon Says activity. Students use the checklist to determine if they are able to give and respond to simple oral instructions or commands (see sample blackline master in Appendix E: Self-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* c. suggest a course of action, and respond to a suggestion

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pair Dialogues
Introduce how to suggest a course of action and how to respond both positively and negatively. Divide the students into pairs and give them each 10 cards containing basic information. Have each pair create and present a short dialogue in which they suggest a course of action and respond to a suggestion.

Card Example:

> きんようび (Friday)
> えいが (movie)
> みます (watch)

A: A   (A, would you like to watch a movie on Friday?)

B: (Yes, that's a good idea.)

   or a negative answer

B: (Friday is not really good.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   suggest a course of action, and respond to a suggestion?

Informal Observation
Circulate throughout the classroom to observe students as they present their dialogues. Make mental notes of the extent to which students are able to suggest a course of action, and respond to a suggestion. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. respond to offers and instructions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Would You Like?

Give each student a card that shows a type of food (and possibly the text, depending on the students' level of ability). Have the students circulate throughout the classroom and offer the food on their cards to other students. If students like the food item, they reply in the affirmative and take the card; if not, they decline; e.g.,

Q: すしをどうぞ。 (Have some sushi.)
A: ありがとうございます。 (Thank you very much.)
or politely declining
A: すしはちょっと…。 (I'm not keen on sushi.)

Classroom Instructions

Introduce useful classroom instructional expressions and responses and post them on the classroom wall. Use the expressions throughout the year and encourage students to respond appropriately, referring to the wall charts as needed. Instructional expressions could include:

– しずかにしてください。 (Please be quiet.)
– しゅくだいをだしてください。 (Please turn in your homework.)
– たってください。 (Please stand up.)

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. respond to offers and instructions

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   respond to offers and instructions?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. While students are offering their food items to one another, circulate and use the checklist to assess if students are able to respond to offers (see sample blackline master in Appendix E: Observation Checklist).

Checklist and Comments
Create an outcome-based checklist and share it with the students after introducing the instructional expressions and responses. Throughout the year, use the checklist to assess if students are able to respond to instructions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* b. indicate choice from among several options

SAMPLE TEACHING AND LEARNING ACTIVITIES

Making a Choice
Ask each student the question, なにいろ／どれがいいですか。 (what colour/which one do you like?), while distributing origami paper. Have each student chose a colour by saying:

– しろがいいです。 (White is good for me.)
– あかをください。 (Let me have a red one, please.)

Extension Activity: Offer the students a variety of choices throughout the year; e.g.,
– games to play
– stories to read
– holidays to celebrate as a class
– field trips.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– indicate choice from among several options?

Informal Observation
Observe students as they choose origami paper. Make mental notes of the extent to which students are able to indicate choice from among several options. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* c. state personal actions in the present or future

SAMPLE TEACHING AND LEARNING ACTIVITIES

Planning for a Guest
Review forms such as ___ませんか (negative verb ending) and ___ましょう ("let's do" form) for talking about actions in the future. Have the students work in pairs and discuss plans for the weekend. Have the students plan activities they could do together and create a short dialogue; e.g.,

A: ____ませんか。 (Why don't we do ___?)
B: いいですね。それから、____ましょう。 (That's great. Then shall we ___?)
A: いいかんがえですね。 (That's a good idea.)

Suggested activities:
– モールにいきます。 (go to the mall)
– ホッケーをします。 (play hockey)
– かいものにいきます。 (go shopping)
– ハンバーガーをたべます。 (eat a hamburger)
– えいがをみます。 (watch a movie)
– ハイキングにいきます。 (go hiking)
– じてんしゃにのります。 (go bike riding)
– しゃしんをとります。 (take pictures)
– ゲームをします。 (play a game)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– state personal actions in the present or future?

Rubric
Collaboratively create an outcome-based rubric with the students before they discuss their plans. Use the rubric to evaluate how well students are able to state personal actions in the present or future (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). This rubric will likely assess other specific outcomes as well.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* a. manage turn taking

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Snakes and Ladders

Have the student practise turn taking by playing Snakes and Ladders. Divide the students into groups of four or five and have them use the following phrases:

After the die is rolled, the number must be said aloud; e.g., ご.
When it's your turn, say:
– わたしのばんです。 (It's my turn.)
– ぼくのばんです。 (It's my turn.)
If you don't know whose turn it is, say:
– だれのばんですか。 (Who's turn is it?)
When it's someone else's turn say:
– ～さんのばんです（よ）。 (It's ____'s turn.)
– ～くんのばんです（よ）。 (It's ____'s turn.)
If you are confused, ask for clarification:
– せんせい、（ちょっと）わかりません。 (Teacher, I'm a little bit confused.)

After they have had an opportunity to practise the phrases, have the students play the game in their groups. The first player is determined by the rock–paper–scissors (janken) game.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– manage turn taking?

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. As students play Snakes and Ladders, circulate and record information about how well students manage turn taking. Use the rating scale to assess how well students are able to manage turn taking (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* b. encourage other group members to act appropriately

SAMPLE TEACHING AND LEARNING ACTIVITIES

Appropriate Audience Behaviours
Before students are to present in front of the class, nominate several students to act as audience monitors. Have these students help keep the class quiet and encourage appropriate audience behaviours using phrases such as:
– みなさん、しずかにしてください。 (Everyone, please be quiet.)
– みなさん、みてください。 (Everyone, please watch.)
– みなさん、きいてください。 (Everyone, please listen.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– encourage other group members to act appropriately?

Informal Observation
Observe students as they act as audience monitors. Make mental notes of the extent to which students are able to encourage other group members to act appropriately. Offer feedback, encouragement and praise as needed.

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Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**10-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* c. ask for help or clarification of what is being said or done in the group

SAMPLE TEACHING AND LEARNING ACTIVITIES

I Don't Get It
Develop a poster that lists phrases students can use to ask for help or clarification. During group work, encourage students to use these phrases when asking for repetition or clarification. Phrases could include:
– すみません、もういちどいってください。 (Excuse me, can you say it again?)
– すみません、もっとゆっくりいってください。 (Excuse me, could you say it more slowly?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   ask for help or clarification of what is being said or done in the group?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share with the students before they work in groups. Students use the checklist to determine if they are able to ask for help or clarification of what is being said or done in the group (see sample blackline master in Appendix E: Self-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**10-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* a. exchange greetings and farewells

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Greeting
Have the students take turns being the daily にっちょく (class leader/monitor) and directing the greetings at the beginning of class. Have every student use the same greetings; e.g.,

にっちょく： きりつ/たってください。れい。 (Stand up. Bow.)
Everyone: おはようございます。 (Good morning.)
にっちょく： ちゃくせき/すわってください。 (Sit down.)

Role-play
Divide the students into pairs and have them role-play meeting and saying goodbye in various situations; e.g., student and teacher, two friends, two people who haven't seen each other in a while, mother and child.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− exchange greetings and farewells?

Learning Log
After acting as class leader/monitor, have the students reflect on the experience and describe some situations in which they might need to use the phrases they learned to exchange greetings and farewells.

Rating Scale
Create an outcome-based rating scale and share with the students before they begin the role-plays. Use the rating scale to assess how well students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

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Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**10-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. address a new acquaintance, and introduce themselves

SAMPLE TEACHING AND LEARNING ACTIVITIES

Japanese E-mail Pals
Arrange for e-mail pals with a Grade 10 class in Japan and, with students' help, develop a template for a basic self-introduction that students copy from the board; e.g.,

- こんにちは。はじめまして。(Hello, nice to meet you.)
- わたしは〜です。(I am ____.)
- 〜さいです。(I'm ____ years old.)
- カナダのアルバータしゅうにすんでいます。(I live in Alberta, Canada.)
- こうこう１ねんせいです。(I'm a first year senior high school student.)
- しゅみは〜です。(My hobby is ____.)
- すきなかしゅは、〜です。(My favourite singer is ____.)
- しょうらい、日本へいきたいです。(I would like to go to Japan in the future.)
- どうぞよろしく。(Pleased to meet you.)

Students can also ask a few questions; e.g.,
- おなまえは。(What is your name?)
- なんにんかぞくですか。(How many people are in your family?)
- しゅみはなんですか。(What is your hobby?)
- カナダがすきですか。(Do you like Canada?)
- おへんじください。(Please reply.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- address a new acquaintance, and introduce themselves?

Rubric
Collaboratively create an outcome-based rubric with the students to assess the self introductions. Use the rubric to evaluate how well students are able to address a new acquaintance, and introduce themselves (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**10-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* c. exchange some basic personal information; e.g., name, age

SAMPLE TEACHING AND LEARNING ACTIVITIES

Question and Answers
Give each student a card with a basic question on it, such as おなまえは (What's your name?).
Have the students circulate throughout the classroom and ask one another questions, then exchange cards when the question is answered.

Meet and Greet
Plan a meeting with other Japanese speakers; e.g., a class trip to a Japanese cultural centre, a visit with another Japanese class, a video conference with a school in Japan, a classroom visit from a group of Japanese speakers from the community. Have the students introduce themselves and exchange some basic personal information; e.g., age, name, grade, where they live.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– exchange some basic personal information?

Anecdotal Notes
Observe students as they ask one another questions and answer them to share personal information. Note and record how well they are able to exchange some basic personal information (see sample blackline master in Appendix E: Anecdotal Notes).

Learning Log
Have the students reflect on their learning and how well they were able to exchange some basic personal information.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**10-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* d. apologize and respond to apology

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play
Model how to apologize in Japanese and how to accept an apology; e.g.,

– ごめんなさい/すみません。（I am sorry./Excuse me.)
– おそくなって、すみません。(I am sorry that I am late.)
– いいえ。(Don't mention it.)

Divide the students into pairs and have them rehearse a role-play in which they apologize and accept an apology.

Extension Activity: Explain the importance of tone of voice and how to bow when apologizing. Discuss how the degree of the bow depends on age and relationship.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– apologize and respond to apology?

Anecdotal Notes
Select a few groups to observe as they perform their role-plays. Note and record how well they are able to apologize and respond to apology (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**10-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* e. express and respond to gratitude

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play

Have the students role-play exchanging gifts with a Japanese homestay student. Have the presenters use appropriate expressions as an indication of good manners; e.g.,

– つまらないものですが、どうぞ。(I brought you a little something.)
– きにいっていただけるとうれしいです。(I hope you like it.)

Have the recipients take the gift in both hands and express thanks:

– ありがとうございます。(Thank you very much.)

After the recipients unwrap the gift nicely, have them express their appreciation:

– ありがとうございます。(Thank you very much.)
– うれしいです。(I'm very happy about this.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– express and respond to gratitude?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they assess the role-plays. Students use the checklist to determine if their peers are able to express and respond to gratitude (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**10-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* f. gain another's attention

SAMPLE TEACHING AND LEARNING ACTIVITIES

Excuse Me But ...
Review how to get someone's attention politely in Japanese when the other person appears to be busy; e.g.,

Student: ＿＿＿せんせい、すみません。(Excuse me, Mr./Ms. ＿＿＿.)
Teacher: はい、なんですか。(Yes, what is it?)

Student 1: あの ... (Umm ...)
Student 2: はい。(Yes.)

Also review the appropriate hand gestures used to gain someone's attention. Have the students practise these expressions and gestures in small groups.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   gain another's attention?

Learning Log
Have the students add these expressions to a useful expressions list and then write a prediction about when they might use them. When they do use an expression to gain another's attention, have them describe the incident in their learning logs.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**10-3Y**

Strand	A–5.1 discover and explore
Specific Outcome	*Students will be able to:* a. explore the immediate environment in a variety of ways

SAMPLE TEACHING AND LEARNING ACTIVITIES

Labelling in the Classroom
Have the students label classroom objects in hiragana; e.g.,

– こくばん (blackboard)
– けいじばん (bulletin board)
– つくえ (desk)
– いす (chair)
– ふでばこ (pencil case)
– えんぴつ (pencil)
– まど (window)
– とけい (clock).

Divide the students into partners and have them ask one another ____はどこですか。(Where is ____?). The partners respond by pointing to the appropriate classroom object.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– explore the immediate environment in a variety of ways?

Observation Checklist
Create an outcome-based checklist and share it with the students before dividing the students into pairs. Use the checklist to assess if students are able to explore the immediate environment by identifying a variety of classroom objects (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**10-3Y**

Strand	A–5.1 discover and explore
Specific Outcome	*Students will be able to:* b. make and talk about personal observations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Describing Images
Show the students different images of film stars, food, animals and so on. Have the students use the adjectives that have been provided to make personal observations and discuss their observations as a class. Provide students with adjectives that can be used to make observations; e.g.,

- おもしろい (interesting/fun/funny)
- つまらない (boring)
- きたない (dirty)
- おいしい (delicious/tasty)
- まずい (taste bad)
- おおきい (big)
- ちいさい (small)
- かわいい (cute)
- こわい (scary)
- かっこいい (cool, handsome)
- きれい (pretty, beautiful).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- make and talk about personal observations?

Anecdotal Notes
Observe students as they make personal observations about the images and discuss their observations as a class. Note and record how well they are able to make and talk about personal observations (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**10-3Y**

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* a. gather simple information

SAMPLE TEACHING AND LEARNING ACTIVITIES

Survey
Have the students gather information by conducting a simple survey of their classmates about their likes and dislikes. Have the students decide whom/what they ask about. English names, such as a singer's name, a movie title or a computer game, can be written in katakana, roomaji or English.

なまえ **Name**	ねこ **Cat**	やきゅう **Baseball**	コーラ **Cola**
さん/くん			
さん/くん			
さん/くん			
さん/くん			
さん/くん			

Students can chose one answer from expressions below and then complete the chart:

Q: ＿＿がすきですか。 (Do you like ＿＿?)

Sample answers:
– だいすきです (love it)
– すきです (like it)
– まあまあです (so-so)
– あまりすきじゃありません (don't really like it)
– きらいです (hate it).

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* a. gather simple information

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   gather simple information?

Informal Observation
Observe students as they survey their classmates to collect information. Make mental notes of the extent to which students are able to gather simple information. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**10-3Y**

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* b. organize and sequence items in different ways

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sequencing
Write the months or days of the week in hiragana in a random order. Have the students rewrite them in order according to the calendar. Then have the students order the months or days in another way of their choice; e.g., most to least favourite, warmest to coldest, busiest to least busy.

Organizing Game
Write several categories on the board, such as きょうしつ (classroom), うち (home) and たべもの (food). Name an item and have the students, as a group, identify to which category the item belongs.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   organize and sequence items in different ways?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they sequence the months or days. Use the checklist to assess if students are able to organize and sequence items in different ways (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Anecdotal Notes
Observe students as they decide on an appropriate category for each item. Note and record how well they are able to organize and sequence items in different ways (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**10-3Y**

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* c. compare and contrast items in simple ways

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comparison Chart
Prepare a chart of large and small animals that includes contrasting adjectives. Have the students use the chart to compare the animals.

	A		B	
	おおきい (big)	ちいさい (small)	はやい (fast)	おそい (slow)
ぞう (elephant)				
いぬ (dog)				
ねこ (cat)				
ねずみ (mouse)				
へび (snake)				
うし (cow)				
うま (horse)				
くま (bear)				

Extension Activity: Use a similar chart to compare other items in various ways.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− compare and contrast items in simple ways?

Observation Checklist
Create an outcome-based checklist and share it with the students before they use the chart to compare animals. Use the checklist to assess if students are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**10-3Y**

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* a. participate in problem-solving situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play
Present situations in which the students have to overcome a simple, familiar problem; e.g., they come across an unknown word while reading, they forgot their lunch, they don't have a pen to use. Have the students role-play how to solve the problem; e.g.,

The teacher is blocking the notes on the board and they cannot see them, so students say
すみません、みえません。(Excuse me, I can't see.)

Other expressions to use include:

– わかりません。(I don't understand. or I don't know.)
– もういちどいってください。(Please say it again.)
– もういちどかいてください。(Please write it again.)
– もういちどせつめいしてください。(Please explain it again.)
– のどがかわきました。(I'm thirsty.)
– おなかがすきました。(I'm hungry.)
– 〜がいたいです。(I have ____ ache.)
– トイレにいきたいです。(I would like to go to the washroom.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– participate in problem-solving situations?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they view the role-plays of other groups. Students use the checklist to determine if their peers are able to participate in problem-solving situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**10-3Y**

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* b. choose between alternative solutions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Solutions
Divide the students into groups and provide them with a problem-solving scenario; e.g., they come across an unknown word while reading, they don't understand what someone is saying to them, they didn't hear the teacher's instructions. Have each group brainstorm possible solutions to the problem. Then discuss the groups' choices as a class and have them come up with appropriate expressions in Japanese. For example, a student forgets something needed for class. He or she may say:

– ＿＿をかしてください。(Can I borrow ＿＿, please?)
– ロッカーにいってもいいですか。(May I go to my locker?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– choose between alternative solutions?

Learning Log
Have the students respond to the activity in their learning logs by describing how the group decided what solution to choose and why. Have the students identify other situations in which they have had to choose between alternative solutions.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**10-3Y**

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* a. listen attentively to the thoughts expressed

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listening Cues
Model to students how one must nod frequently in conversation, saying はい (Yes, I see.) to show that one is paying attention.

Have the students practise talking to one another with simple scripts, if necessary. During their conversations, have the students use the appropriate cues to indicate listening.

Listen and Summarize
Have the students listen to a guest speaker, audio recording, video or student presentation. Then divide the students into groups and have them take turns summarizing one part of the presentation. Afterward, have the students discuss strategies they used to listen attentively, deal with ideas they didn't understand and remember what they had heard.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− listen attentively to the thoughts expressed?

Observation Checklist
Create an outcome-based checklist and share it with the students before they practise using the listening cues. Use the checklist to assess if students are able to listen attentively to the thoughts expressed (see sample blackline master in Appendix E: Observation Checklist).

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they summarize the ideas from the presentation. Students use the checklist to determine if their peers are able to listen attentively to the thoughts expressed (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**10-3Y**

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* b. respond sensitively to the ideas and works of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Feedback
After the students present their projects to the rest of the class, have them give positive feedback in Japanese. Remind students that, in the Japanese culture, it is not appropriate to express negative opinions directly; e.g.,

Positive feedback:
– おもしろかったです。 (It was interesting/fun.)
– たのしかったです。 (It was enjoyable.)
– わかりやすかったです。 (It was easy to understand.)
– よくわかりました。 (I understood very well.)
– すばらしかったです。 (It was wonderful.)
Negative feedback:
– すこしわかりにくかったです。 (It was a little difficult to understand.)
– ちょっとむずかしかったです。 (It was a little bit difficult.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– respond sensitively to the ideas and works of others?

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before the student presentations. After the presentations and time for feedback, students use the rating scale to assess how well they are able to respond sensitively to the ideas and works of others (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**10-3Y**

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* c. make connections between behaviour and values

SAMPLE TEACHING AND LEARNING ACTIVITIES

Respect Role-play

Explain the cultural differences attached to seniority and showing respect in Japanese society; e.g.,

せんぱい (senior/older student)　　　こうはい (junior/younger student).

せんせい (teacher)　　せいと (student).

Model a role-play in which one student plays a 'senior role' and the other shows appropriate respect.

For example, as a morning greeting:

- せいと (student) says おはようございます to せんせい (teacher), whereas せんせい (teacher) may say おはよう.
- こうはい (junior/younger student) addresses せんぱい (senior/older student) with his or her name + さん (Mr.)/せんぱい (Mrs.), whereas せんぱい (senior/older student) would address こうはい (junior/younger student) with just his or her name in most cases.

Cultural Gestures/Actions

Introduce and discuss some common Japanese gestures such as bowing. Have the students create a chart like the following to make connections between Japanese gestures and the values behind them.

Gesture/Action	**What it tells us about cultural values**
Bowing After shoes are removed, the host faces them toward the door	

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* c. make connections between behaviour and values

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− make connections between behaviour and values?

Learning Log
Have the students write reflectively on what they learned about the value of respect in Japanese culture. Have the students make connections between what they learned and experiences they have had.

Anecdotal Notes
Observe students as they discuss the gestures and create their charts. Note and record how well they are able make connections between behaviour and values (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** for imaginative purposes and personal enjoyment	**10-3Y**

Strand	A–6.1 humour/fun
Specific Outcome	*Students will be able to:* a. use the language for fun; e.g., learn simple riddles and songs

SAMPLE TEACHING AND LEARNING ACTIVITIES

Jingles and Slogans
Show students a variety of Japanese commercials. In small groups, have the students choose one slogan or jingle to learn and creatively perform for the class. After each performance, have the other students guess the product for the jingle or slogan performed.

Songs
Have the students listen to a variety of Japanese songs, then learn to sing them in groups. Have the students work with their groups to create a presentation of the songs for the rest of the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use the language for fun?

Learning Log
Have the students reflect in writing about this type of activity, using guiding questions; e.g., Was the activity fun? How does having fun with language help you learn? What other ways would you like to use Japanese for fun?

Informal Observation
Observe students as they present their songs to the class. Make mental notes of the extent to which students are able to use the language for fun. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** for imaginative purposes and personal enjoyment	**10-3Y**

Strand	A–6.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use the language creatively

SAMPLE TEACHING AND LEARNING ACTIVITIES

Design a Card
Have the students create a Mother's Day, Father's Day, birthday or New Year's Day card using kanji. Encourage the students to be as creative as possible in their use of language in the cards.

Extension Activity: Have the students include simple rhymes, jokes and slogans in their cards.

Hiragana Picture Art
Have the students, in groups, choose one simple hiragana word. Have each group draw a picture that represents the meaning of the word with hiragana in it; e.g.,

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use the language creatively?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they complete their cards and take them home. Students use the checklist to determine if their peers are able to use the language creatively (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** for imaginative purposes and personal enjoyment	**10-3Y**

Strand	A–6.3 personal enjoyment
Specific Outcome	*Students will be able to:* a. use the language for personal enjoyment; e.g., listen to favourite Japanese music

SAMPLE TEACHING AND LEARNING ACTIVITIES

Japanese Music
Have the students listen to a selection of Japanese songs, learn some of the words and sing along. Encourage the students to investigate, using the Internet and magazines, what music is popular in Japan and play samples as a class.

Caution: Students should be monitored when using the Internet.

Extension Activity: Show students videos for popular Japanese music and have them compare the experiences of listening to the song only with watching the video.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use the language for personal enjoyment?

Learning Log
Have the students reflect on the experience of listening to Japanese music. Have them answer questions such as:
– Which Japanese song is your favourite? Why?
– Would you look for Japanese music to listen to in the future?
– Would you listen to Japanese music outside of class?
– What did you enjoy most about the lyrics of Japanese songs?

Language Competence

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* a. pronounce some common words and phrases properly

SAMPLE TEACHING AND LEARNING ACTIVITIES

Practising Pronunciation
When studying a particular lexical field, choose a few selected words to focus on. Provide groups with a recorded sample of a native speaker pronouncing the words. Have the students take turns pronouncing the words for one another after listening to the recording. Encourage the students to record themselves as they say the words and play back their recordings. Sample words and phrases include:

- おはようございます。 (Good morning.)
- こんにちは。 (Hello.)
- ありがとうございます。 (Thank you very much.)
- はじめまして。 (Nice to meet you.)
- つくえ¥ (desk)
- えんぴつ (pencil)
- せんせい (teacher)
- おおきい (big)
- きてください。 (Please come.)
- きってください。 (Please cut.)
- きいてください。 (Please listen.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- pronounce some common words and phrases properly?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After listening to themselves pronounce the words, students use the checklist to determine if they are able to pronounce some common words and phrases properly (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* b. use intonation to express meaning

SAMPLE TEACHING AND LEARNING ACTIVITIES

Illustrating Intonation
Have the students practise tonal differences; e.g.,

– そうですか。(falling intonation at the end)
– そうですか。(rising intonation at the end).

Have the students draw a diagram with a curving line to show the difference between the two and demonstrate as they say the words aloud.

Discuss as a class how these tonal differences affect meaning and have the students demonstrate the differences in meaning in short role-plays with a partner.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use intonation to express meaning?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before the role-plays. Students use the checklist to determine if their peers are able to use intonation to express meaning (see sample blackline master in Appendix E: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* c. distinguish particular Japanese sounds

SAMPLE TEACHING AND LEARNING ACTIVITIES

Can You Tell the Difference?
Present similar sounds or words to the students and ask if they can distinguish between them; e.g.,

- す、つ、ず
- し、ち、じ

Double consonants
- きて (to come), きって (stamp)
- はこ (box), はっこ (eight pieces)
- いて (to be), いって (to say)

Long vowels
- おじいさん (grandfather), おじさん (uncle)
- いえ (house), いいえ (no)
- こじょう (old castle), こうじょう (factory)
- びよういん (beauty salon), びょういん (hospital).

Divide the students into groups and have them develop simple games that involve distinguishing between similar words and sounds. Have them play the games for a period of time, then teach another group their game, exchange games and play for another set period of time.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- distinguish particular Japanese sounds?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As the students play their games in groups, use the checklist to assess if students are able to distinguish particular Japanese sounds (see sample blackline master in Appendix E: Observation Checklist).

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* d. recognize and pronounce most kana-based (moraic) sounds

SAMPLE TEACHING AND LEARNING ACTIVITIES

Moraic Read Aloud

Provide the students with a simple reading sample. Divide the students into groups and ask them to take turns reading the sample aloud. Have the other group members coach the readers on their pronunciation to help them master moraic sounds.

Moraic Sugoroku
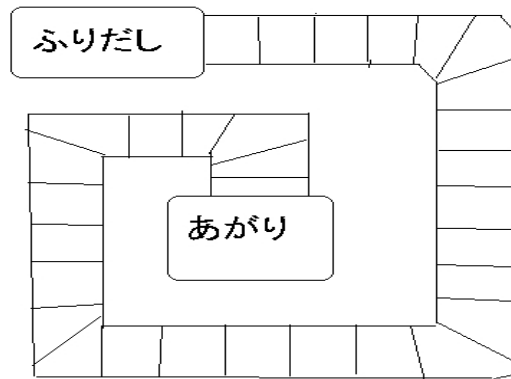
Choose six words made of different numbers of mora (long vowel, small "tsu" or "n" are highly recommended, such as 「えんぴつ」, 「おとうさん」 and 「いっぽん」). Assign each of these words to a number on a die (1 through 6).

Divide the students into groups and provide each group with a Sugoroku game board (similar to Snakes and Ladders). Have the students take turns rolling the die and moving their pieces along the board. Every time they roll, they must correctly say aloud the word associated with the number rolled. Part way through the game, change the words associated with the numbers on the die.

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* d. recognize and pronounce most kana-based (moraic) sounds

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   recognize and pronounce most kana-based (moraic) sounds?

Anecdotal Notes
Observe students as they take turns reading aloud. Note and record how well they are able to recognize and pronounce most kana-based (moraic) sounds (see sample blackline master in Appendix E: Anecdotal Notes).

Informal Observation
Observe students as they play the Sugoroku game. Make mental notes of the extent to which students are able to recognize and pronounce most kana-based (moraic) sounds. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* e. recognize familiar borrowed words

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guessing Borrowed Words
Provide students with a written list of borrowed katakana words, and have the students guess the corresponding English words; e.g.,

サッカー (soccer), コーヒー (coffee), アイスクリーム (ice cream), コンピュータ (computer), ダウンロード (download).

Listening for Borrowed Words
Have the students listen to a reading of a text containing a variety of borrowed words. When a borrowed word is said, have the students raise their hands and guess at the word that has been borrowed. This could be played as a game by dividing the class into two teams and giving points for each correct guess.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   recognize familiar borrowed words?

Informal Observation
Observe students as they guess at the borrowed English words. Make mental notes of the extent to which students are able to recognize familiar borrowed words. Offer feedback, encouragement and praise as needed.

Anecdotal Notes
Observe students as they identify the borrowed words in the reading. Note and record how well they are able to recognize familiar borrowed words (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–1 attend to form	**10-3Y**

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* a. recognize how Japanese text is oriented

SAMPLE TEACHING AND LEARNING ACTIVITIES

Print Media
Have the students look at various print media and categorize them by horizontal and vertical formats. Examples of various print media include novels, textbooks, picture books, advertisements, magazines, newspapers, Web sites, bilingual documents, unilingual dictionaries and greeting cards.

Have the students draw conclusions about the types of texts that are written vertically and those that are written horizontally; e.g., literature is written vertically while mathematics and science books are written horizontally.

Extension Activity: Discuss, demonstrate and practise how to read vertically written books; i.e., from top-right to bottom-left.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   recognize how Japanese text is oriented?

Informal Observation
Observe students as they categorize and discuss the samples of Japanese text. Make mental notes of the extent to which students are able to recognize how Japanese text is oriented. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* b. recognize, read and write hiragana

SAMPLE TEACHING AND LEARNING ACTIVITIES

Question–and–Answer Hiragana Text

Review hiragana and practise reading a text aloud as a class. Divide the students into partners and have them read a short paragraph written in hiragana describing a familiar topic. Afterward, have the partners answer simple written comprehension questions about the paragraph. Have the partners exchange their answers with another pair and correct them.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

– recognize, read and write hirigana?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. As the students work together to read the text and answer the questions, use the checklist to assess if students are able to recognize, read and write hiragana (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* c. recognize some familiar katakana words

SAMPLE TEACHING AND LEARNING ACTIVITIES

Katakana Vocabulary Search
Provide students with a list of familiar katakana words that belong to a lexical field currently being studied in class; e.g.,

カナダ (Canada), アメリカ (America), ピザ (pizza), ジュース (juice), スポーツ (sports), アルバータ (Alberta).

Use this list of words as the basis for vocabulary recognition games and exercises. For example, have the students look through Japanese newspapers, flyers or Web sites and identify as many embedded katakana words as they can.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize some familiar katakana words?

Quiz
Create an outcome-based quiz and share it with students before they participate in a vocabulary recognition game. Use the quiz to assess how well students are able to recognize some familiar katakana words.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* d. identify the function of the three writing systems

SAMPLE TEACHING AND LEARNING ACTIVITIES

Posters
Give the students a page from a Japanese newspaper and have them highlight the uses of hiragana, katakana and kanji using three different colours. Afterward, discuss, as a class, when the three writing systems are used. After discussing the different functions of the three writing systems, divide the students into groups and have them create posters that show examples of the three systems. Have the students include a brief description of when each system is used.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   identify the function of the three writing systems?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' posters and use the checklist to assess if students are able to identify the function of the three writing systems (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.3 lexicon

Specific Outcome	*Students will be able to:*
	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
	  – self
	  – people around me
	  – daily activities
	  – school
	  – food
	  – any other lexical fields that meet their needs and interests

SAMPLE TEACHING AND LEARNING ACTIVITIES

Vocabulary Grab
Present vocabulary within a particular lexical field, such as school. Give cards that feature the names of places in a school written in Japanese, e.g., としょかん (library), たいいくかん (gymnasium), to small groups or pairs of students. Have the students lay the cards face up on a table. As you call out the word on the card (or describe an activity that takes place in one of the school rooms), students race to grab the correct card.

Labelling
Have the students create sticky labels of household items. Have the students then use these labels to practise using Japanese language in their daily lives. Alternatively, have the students label items in the classroom and school or people they see every day; e.g., teachers, principal, mother, father, sister, friend.

Strand	LC–1.3 lexicon

Specific Outcome	*Students will be able to:*
	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
	  – self
	  – people around me
	  – daily activities
	  – school
	  – food
	  – any other lexical fields that meet their needs and interests

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

Informal Observation
Observe students as they participate in the vocabulary grab game. Make mental notes of the extent to which students are able to experiment with and use vocabulary and expressions in familiar contexts, within a variety of lexical fields. Offer feedback, encouragement and praise as needed.

Learning Log
Have the students reflect on the experience of using the Japanese labels in their daily lives. Have them reflect on the strategy of using these labels to increase their use of the language and to improve their memory of the vocabulary.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* a. use, in modelled situations,★ the following grammatical elements: – V *te kudasai* – V *tai desu* – interrogative noun: *dou, dore* – demonstratives: *kono, sono, ano* – particle *ni*: destination *ni ikimasu/kimasu* – particle *yo/ne* – conjunctions: *soshite/sorekara, demo*

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Expressions Poster
Make a poster of useful classroom expressions using V *te kudasai*, such as しずかにしてください (please be quiet) or もういちどいってください (please say it again). Encourage the students to refer to the expressions poster as needed.

Questionnaires
Write several sentences using V *tai desu*, such as にほんにいきたいです。 (I want to go to Japan.), ＿＿＿ がみたいです。 (I want to watch ＿＿＿.) and すしがたべたいです。 (I want to eat sushi.). Have the students choose three sentences and do a questionnaire with classmates.

	Chris	Mike	Jennie
にほんにいきたいです。 (I want to go to Japan.)	O	O	O
トトロがみたいです。 (I want to watch *Totoro*.)	X	X	O
からてがしたいです。 (I want to do karate.)	O	X	X

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* a. use, in modelled situations,★ the following grammatical elements: – V *te kudasai* – V *tai desu* – interrogative noun: *dou, dore* – demonstratives: *kono, sono, ano* – particle *ni*: destination *ni ikimasu/kimasu* – particle *yo/ne* – conjunctions: *soshite/sorekara, demo*

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use, in modelled situations, the [given] grammatical elements?

Observation Checklist
Create an outcome-based checklist and share it with the students while discussing the classroom expressions poster. Throughout the year or over a set period of time, use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with the students before they begin the questionnaires. After completing their questionnaires, students use the checklist to determine if they are able to use, in modelled situations, the given grammatical elements. Encourage students to set goals for future learning and independent use of the grammatical elements (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

	General Outcome Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**10-3Y**
Language Competence			

Strand	LC–1.4 grammatical elements

Specific Outcome	*Students will be able to:*
	b. use, in structured situations,★ the following grammatical elements:
	  – *i*-Adj. (stem) + *ku nai desu*
	  – V *mashita*
	  – V *mashou*
	  – V *masen ka?*
	  – interrogative nouns: *doko, itsu*
	  – demonstratives: *koko, soko, asoko*
	  – counters for things: *hitotsu, futatsu, mittsu …*
	  – counters for people: *hitori, futari, san nin …*
	  – particle *de*: place
	  – particle *ni*: time *ni*

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Invitation Game
Prepare small cards that include a list of three activities either with pictures or in V *masu* form; e.g., a picture of someone watching a movie, listening to music, playing basketball. Prepare a duplicate set of cards. Give each student a card. Without showing his or her card, each student asks others, using V *masen ka?*, what activities are written on their cards. The students keep asking around until they find a partner with the same card.

Extension Activity: Review polite invitations using V *masen ka*; e.g., V ませんか, V ましょう, ～はちょっと. Give each class member a three-activity card from the set described above. Have the students ask each other invitation questions. Students respond by accepting only when their cards match those of the other students. If there is no match, they politely decline the invitation.

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,★ the following grammatical elements: – *i*-Adj. (stem) + *ku nai desu* – V *mashita* – V *mashou* – V *masen ka?* – interrogative nouns: *doko, itsu* – demonstratives: *koko, soko, asoko* – counters for things: *hitotsu, futatsu, mittsu …* – counters for people: *hitori, futari, san nin …* – particle *de*: place – particle *ni*: time *ni*

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– use, in structured situations, the [given] grammatical elements?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As the students ask questions to find their matching cards or accept or refuse the invitation, use the checklist to assess if students are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Japanese **effectively** and **competently**.	**LC–1** attend to form	**10-3Y**

Strand	LC–1.4 grammatical elements

Specific Outcome	*Students will be able to:*
	 c. use, independently and consistently,★ the following grammatical elements:
	   – N *desu*
	   – N *ja nai desu/ja arimasen*
	   – N *wa arimasu/imasu ka?*
	   – N *o kudasai*
	   – N *ga (ichiban) suki desu*
	   – N *ga ii desu*
	   – *i-*Adj. *desu*
	   – V *masu* form with some frequently used verbs
	   – interrogative nouns + *desu ka?: nan, dare*
	   – demonstratives*: kore, sore, are*
	   – numbers: 1–100
	   – o'clock: 1–12 + *-ji*
	   – particle *wa* as the topic marker
	   – particle *to*: *kanada to nihon*
	   – particle *mo*
	   – particle *no*: possession marker
	   – particle *o*: as an object marker
	   – ending particle *ka* as the question marker

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Self-introduction Poster Presentation
Have the students develop a Web page or a poster introducing themselves using ____です (I am ___),
____さいです, (I'm ____ years old) and ____がすきです (I like ____).
Have the students present their work to the class.

Request for School Supplies
During a time when students are working with various school supplies, have them come forward to ask for the necessary supplies—pens, markers, scissors, paper, glue, tape; e.g.,

–   (Do you have scissors?)
–   (Can I have a piece of paper?)
–   (I prefer red paper.)

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,★ the following grammatical elements: – N *desu* – N *ja nai desu/ja arimasen* – N *wa arimasu/imasu ka?* – N *o kudasai* – N *ga (ichiban) suki desu* – N *ga ii desu* – *i*-Adj. *desu* – V *masu* form with some frequently used verbs – interrogative nouns + *desu ka?*: *nan, dare* – demonstratives*: kore, sore, are* – numbers: 1–100 – o'clock: 1–12 + *-ji* – particle *wa* as the topic marker – particle *to*: *kanada to nihon* – particle *mo* – particle *no*: possession marker – particle *o*: as an object marker – ending particle *ka* as the question marker

★ Independently and Consistently: This term is used to describe learning situations where students use
specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance.
Fluency and confidence characterize student language.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– use, independently and consistently, the [given] grammatical elements?

Informal Observation
Observe students as they answer the question. Make mental notes of the extent to which students are able
to use, independently and consistently, the given grammatical elements. Offer feedback, encouragement
and praise as needed.

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As the
students ask questions to find their matching cards or accept or refuse the invitation, use the checklist to
assess if students are able to use, independently and consistently, the given grammatical elements (see
sample blackline master in Appendix E: Observation Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–2** interpret texts	**10-3Y**

Strand	LC–2.1 listening
Specific Outcome	*Students will be able to:* a. understand a series of simple oral sentences on familiar topics in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Oral Instruction
Ask students to look around the classroom and ask for specific classroom objects; e.g.,

- あおいチョークをください。 (Can I have a blue piece of chalk, please?)
- そのじしょをとってください。 (Can you pass me the dictionary, please?)

Daily Routine
Give the students a series of pictures showing daily routine activities. Read out a typical daily routine and have the students arrange the pictures accordingly. Have the students check their answers and discuss any mistakes they made and difficulties they had understanding the oral sentences.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- understand a series of simple oral sentences on familiar topics in guided situations?

Informal Observation
Observe students as they respond to your requests to find various classroom objects. Make mental notes of the extent to which students are able to understand a series of simple oral sentences on familiar topics in guided situations. Offer feedback, encouragement and praise as needed.

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After class discussion of the answers and any difficulties understanding the oral sentences, students use the checklist to determine if they are able to understand a series of simple oral sentences on familiar topics in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–2 interpret texts	**10-3Y**

Strand	LC–2.2 reading
Specific Outcome	*Students will be able to:* a. understand simple written sentences on familiar topics in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Mixed Up Description
Provide students with several sentence strips describing typical daily activities containing familiar words and/or phrases. Have the students arrange the strips in the correct order to create a description of a person's typical daily routine; e.g.,

– わたしはあさ六じにおきます。(I get up at six o'clock.)
– あさごはんをたべます。(I eat breakfast.)
– 八じにがっこうにいきます。(I go to school at eight o'clock.)

Reading Biographical Descriptions
Provide a few sentences about a Japanese person, including information such as name, age, occupation, likes and dislikes, family or pets. Have the students read the sentences and answer questions about the person.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– understand simple written sentences on familiar topics in guided situations?

Observation Checklist
Create an outcome-based checklist and share it with the students before giving them the sentences strips. As the students work to order the sentences correctly, use the checklist to assess if students are able to understand simple written sentences on familiar topics in guided situations (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After the students have answered the questions and corrected their answers, students use the checklist to determine if they are able to understand simple written sentences on familiar topics in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–2** interpret texts	**10-3Y**

Strand	LC–2.3 viewing and nonverbal interpretation
Specific Outcome	*Students will be able to:* a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Researching Japanese Nonverbal Communication

Discuss with students the nonverbal communication patterns associated with Japanese communication. Ask students to research and illustrate examples of nonverbal Japanese communication using the Internet, magazines, video clips and movies. Have students record examples and present their research to the class.

Caution: Students should be monitored when using the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students for assessing researching Japanese nonverbal communication. After they present their research, students use the checklist to determine if their peers are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–3** produce texts	**10-3Y**

Strand	LC–3.1 speaking
Specific Outcome	*Students will be able to:* a. produce oral phrases and simple oral sentences on familiar topics in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Favourite Foods
When studying the lexical field of food, have the students prepare a few sentences describing their favourite and least favourite foods. Have the students say their sentences orally, while other students record their phrases in a class survey about food.

Extension Activity: Have the students talk about their weekend activities and record their responses in a class survey.

Family Introductions
Divide the students into groups and have them introduce others in their groups to an imaginary family. Have the students use drawings or photographs of their imaginary family members during their introductions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− produce oral phrases and simple oral sentences on familiar topics in guided situations?

Rating Scale
Create an outcome-based rating scale and share it with the students before they begin the activity. As the students describe their favourite and least favourite foods orally, use the rating scale to assess how well students are able to produce oral phrases and simple oral sentences on familiar topics in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As the students work in groups to do their introductions, use the checklist to assess if students are able to produce oral phrases and simple oral sentences on familiar topics in guided situations (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–3 produce texts	**10-3Y**

Strand	LC–3.2 writing
Specific Outcome	*Students will be able to:* a. produce written phrases and simple written sentences on familiar topics in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Daily Schedule
When studying the lexical field of daily activities, have the students write a schedule outlining the major activities on an average school day.

Extension Activity: Have the students create a comic strip that shows daily routines and includes written descriptions of the actions.

Student Diaries
Have the students keep a diary and write a few sentences a day using past tense forms; e.g.,

– V   (past tense verb form)
– い adj (stem)   (past tense adjective form).

Strand	LC–3.2 writing
Specific Outcome	*Students will be able to:* a. produce written phrases and simple written sentences on familiar topics in guided situations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   produce written phrases and simple written sentences on familiar topics in guided situations?

Rubric
Collaboratively create an outcome-based rubric with the students for assessing the daily schedules or comic strips. Collect the completed schedules or comic strips and use the rubric to evaluate how well students are able to produce written phrases and simple written sentences on familiar topics in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they start their diaries. After a set number of entries, students use the checklist to determine if they are able to produce written phrases and simple written sentences on familiar topics in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–3 produce texts	**10-3Y**

Strand	LC–3.3 representing
Specific Outcome	*Students will be able to:* a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Digital Slide Show
Have the students use a computer to create a digital slide show of a proposed trip to Japan that includes pictures, graphs, diagrams, maps and other visuals. Each slide should have a simple explanatory sentence, which is presented either orally or in writing; e.g.,

- なつやすみににほんにいきます。(In the summer we will go to Japan.)
- ひこうきでいきます。(We will go by plane.)
- かいものをします。(We will go shopping.)
- ___ をたべます。(We will eat ____.)

School Life Role-play
Have the students create and perform a role-play of Japanese school life, including nonverbal communications such as bowing to seniors and teachers, inviting someone to come closer, getting someone's attention, giving directions, showing approval or disapproval and having a photograph taken while showing a "V" sign with the fingers.

Strand	LC–3.3 representing
Specific Outcome	*Students will be able to:* a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations?

Rubric
Collaboratively create an outcome-based rubric with the students to assess the slide shows. After viewing the slide show presentations, use the rubric to evaluate how well students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Learning Log
Have the students observe and record a variety of nonverbal communication examples in their learning logs and share their list with a partner. Have them describe situations in which they have used nonverbal communication to express meaning to others.

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Japanese **effectively** and **competently**.	**LC–4** interact	**10-3Y**

Strand	LC–4.1 interactive fluency
Specific Outcome	*Students will be able to:* a. engage in simple interactions, using short, isolated lexical phrases

SAMPLE TEACHING AND LEARNING ACTIVITIES

School Conversation

After students have had the opportunity to use words and phrases associated with the lexical field of school, ask them to engage in a spontaneous interaction in which they talk to a partner about the classes they are taking and who their teachers are; e.g.,

A: １じかんめはなんですか。 (What do you have in the first period?)
B: しゃかいです。A さんは？ (I have social studies. What about you, A?)
A: すうがくです。 (I have math.)
B: せんせいはだれですか。 (Who's the teacher?)
A: Hunter せんせいです。 (Mr. Hunter is the teacher.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   engage in simple interactions, using short, isolated lexical phrases?

Learning Log

After talking about classes and teachers, students reflect in their learning and on how well they were able to engage in simple interactions. Some sample sentence starters are:
–   I would like to know more about …
–   Using short, isolated lexical phrases helps me to …

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–5 apply knowledge of the socioliguistic/ sociocultural context	**10-3Y**

Strand	LC–5.1 register
Specific Outcome	*Students will be able to:* a. distinguish between formal and informal situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Formal and Informal Interaction
Have the students listen to various interactions and identify whether they are informal or formal. Have the students create class posters that list different formal and informal situations and the language used in these interactions.

Model the differences between interactions in formal and informal situations. When interacting with a teacher or a senior student, the language used reflects a formal situation; e.g.,

–   (Good morning, Mr./Ms. ___.)
–   (Good morning.)

When interacting with a fellow student the same age, the language used reflects an informal situation; e.g.,

– おはよう。(Morning.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– distinguish between formal and informal situations?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As they identify whether they are listening to a formal or informal situation, use the checklist to assess if students are able to distinguish between formal and informal situations (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the socioliguistic/ sociocultural context	**10-3Y**

Strand	LC–5.1 register
Specific Outcome	*Students will be able to:* b. address others appropriately

SAMPLE TEACHING AND LEARNING ACTIVITIES

Identity Role-play

Review the correct suffixes to address others appropriately; e.g., friends, parents, adults, teachers. Supply each student with a name tag to indicate their identity. Have the students circulate and address each other appropriately based on their identities; e.g.,

- くん (suffix for a boy)
- さん (suffix for a girl and a senior/older student)
- せんせい (suffix for a teacher).

Extension Activity: Divide students into groups and have them perform a skit including a teacher, senior students and junior students in a club activity situation; e.g.,

B: A せんぱい、おはようございます。(Good morning, ____. [to a senior student])
A: おはよう。(Morning.)

(Teacher comes in)
Students: せんせい、おはようございます。 (Good morning, Mr./Ms. ____.)
Teacher: おはよう。(Morning.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- address others appropriately?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the role-plays. As the students circulate and address each other, use the checklist to assess if students are able to address others appropriately (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the socioliguistic/ sociocultural context	**10-3Y**

Strand	LC–5.1 register
Specific Outcome	*Students will be able to:* c. recognize that some words are inappropriate in certain contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Written Scenarios

Explain to students the meanings of the expressions below for talking about dislikes:

- N はちょっと…。 (I'm not really keen on ____.)
- あまり…。わたしはあまりすきじゃないです。 (Not really… I'm not really fond of that.)

Explain to students that using direct expressions like きらいです (I dislike it.) is not appropriate in Japanese culture. Softening the meaning by using ちょっと (a little) or あまり (not very) is appropriate in most casual/informal situations.

In pairs, have the students discuss scenarios in which the different expressions learned would be appropriate. Have them write a list based on their discussions in their learning logs.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- recognize that some words are inappropriate in certain contexts?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After they have had time to discuss and write their lists, students use the checklist to determine if they are able to recognize that some words are inappropriate in certain contexts (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the socioliguistic/ sociocultural context	**10-3Y**

Strand	LC–5.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. understand and use some simple idiomatic expressions as set phrases

SAMPLE TEACHING AND LEARNING ACTIVITIES

Matching Game
Divide the students into two groups and have them match events on one set of cards with the idiomatic expressions written in Japanese on the other set. Have the students say the expressions correctly to collect the cards; e.g.,

- birthday cake おたんじょうび、おめでとう。
- Mother's Day card おかあさん、ありがとう。
- rising sun picture おはようございます。
- meal picture いただきます。

Cartoons
Have the students choose an idiomatic expression and create a cartoon to illustrate its use in a meaningful way. Post the cartoons on classroom walls.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- understand and use some simple idiomatic expressions as set phrases?

Informal Observation
Observe students as they participate in the matching game. Make mental notes of the extent to which students are able to understand and use some simple idiomatic expressions as set phrases. Offer feedback, encouragement and praise as needed.

Rating Scale
Create an outcome-based rating scale and share it with the students before they create their cartoons. Use the rating scale to assess the cartoons and how well students are able to understand and use some simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the socioliguistic/ sociocultural context	**10-3Y**

Strand	LC–5.3 variations in language
Specific Outcome	*Students will be able to:* a. experience a variety of voices

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Voices
Have the students listen to the voices of people or characters speaking on video and have them guess at their age, gender, occupation/position and personality. After they have had a chance to create a "picture" of the speaker, show them the video and have them compare their assessment with the actual speakers.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− experience a variety of voices?

Anecdotal Notes

Observe students as they discuss the various voices from the video. Note and record how well they are able to experience a variety of voices (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the socioliguistic/ sociocultural context	**10-3Y**

Strand	LC–5.3 variations in language
Specific Outcome	*Students will be able to:* b. acknowledge and accept individual differences in speech

SAMPLE TEACHING AND LEARNING ACTIVITIES

Audio Recordings
Divide the students into groups and have them take turns recording themselves saying simple phrases in Japanese. Have the groups play back the recordings and write descriptions of the different voices of the group members; e.g., high or low, loud or soft, tone differences, quality of the voice, pronunciation differences.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− acknowledge and accept individual differences in speech?

Informal Observation
Observe students as they record and analyze themselves speaking Japanese. Make mental notes of the extent to which students are able to acknowledge and accept individual differences in speech. Offer feedback, encouragement and praise as needed.

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Japanese **effectively** and **competently**.	**LC–5** apply knowledge of the socioliguistic/ sociocultural context	**10-3Y**

Strand	LC–5.4 social conventions
Specific Outcome	*Students will be able to:* a. use basic conventions of politeness

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play
Review with the students how to greet people in the morning and bow, depending on the situation and who you are interacting with. Divide the students into pairs and have them role-play using these conventions. Encourage the students to use politeness conventions in the classroom, in the school and at home.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use basic conventions of politeness?

Anecdotal Notes
Observe students as they role-play using the politeness conventions. Note and record how well they are able to use basic conventions of politeness (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the socioliguistic/ sociocultural context	**10-3Y**

Strand	LC–5.4 social conventions
Specific Outcome	*Students will be able to:* b. use appropriate oral forms of address for people frequently encountered

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Meet the Principal
Review how to orally address different people such as classmates, teachers, parents and older neighbours. Arrange with the principal of the school to have students greet him or her over the next few days using the appropriate oral form of address. Encourage the students to use appropriate oral forms of address in the classroom, in the school, in the community and at home.

Extension Activity: Invite Japanese people in the community to attend the class. Have the students use the appropriate oral form of address when communicating with these guests.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use appropriate oral forms of address for people frequently encountered?

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After a set amount of time or after a planned encounter, students use the checklist to determine if they are able to use appropriate oral forms of address for people frequently encountered. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Japanese **effectively** and **competently**.	**LC–5** apply knowledge of the socioliguistic/ sociocultural context	**10-3Y**

Strand	LC–5.5 nonverbal communication
Specific Outcome	*Students will be able to:* a. understand the meaning of and imitate some common nonverbal behaviours used in Japanese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Using Gestures
Model for students how to gesture during such situations as greeting someone, saying goodbye, indicating a choice, indicating approval or disapproval, asking someone to come closer and showing emotion. Have the students brainstorm situations in which they might have to use gestures and compile a list on the board. Have pairs of students choose a situation and improvise a dialogue incorporating nonverbal behaviours used in Japanese culture. After a set amount of time, select a new topic and have students improvise a new dialogue incorporating different nonverbal behaviours.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   understand the meaning of and imitate some common nonverbal behaviours used in Japanese culture?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After they have had time to practise and discuss the gestures, students use the checklist to determine if they are able to understand the meaning of and imitate some common nonverbal behaviours used in Japanese culture (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the socioliguistic/ sociocultural context	**10-3Y**

Strand	LC–5.5 nonverbal communication
Specific Outcome	*Students will be able to:* b. experiment with using some simple nonverbal means of communication

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play
Give pairs of students different simple situations to role-play using simple nonverbal means of communication; e.g., waving, bowing, facial expressions, pointing, covering parts of the face, posture. Have them practise these role-plays with their partners, then present them to the rest of the class.

Extension Activity: Have the students video record their role-plays and present them to a different audience; e.g., a different class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   experiment with using some simple nonverbal means of communication?

Self-assessment and Goal-Setting
Create an outcome-based self-assessment checklist and share it with the students before they begin the role-play activity. After the role-play activity, students think about their own performance and how others managed to use simple nonverbal communication. Students use the checklist to determine if they are able to experiment with using some simple nonverbal means of communication. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**10-3Y**

Strand	LC–6.1 cohesion/coherence
Specific Outcome	*Students will be able to:* a. link words in simple ways; e.g., *to*

SAMPLE TEACHING AND LEARNING ACTIVITIES

How Many Can You Remember?
Have students add one item at a time and keep going as long as possible; e.g.,

A: (apple)
B: (apple and orange)
C: (apple and orange and banana)
D: (apple and orange and banana and strawberry).

Link-words Cloze
Review a variety of link words and how they are used to link ideas to create a more complex idea. Create a cloze activity in which the students have to fill in the correct link words. Have the students compare their answers with those of other students.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− link words in simple ways?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the listing activity. As the students use the link words to list nouns, use the checklist to assess if students are able to link words in simple ways (see sample blackline master in Appendix E: Observation Checklist).

Quiz
Create an outcome-based quiz and share it with students before they complete the cloze activity. Use the quiz to assess how well students are able to understand link words in simple ways.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**10-3Y**

Strand	LC–6.1 cohesion/coherence
Specific Outcome	*Students will be able to:* b. understand the basic usage of the topic marker "*wa*" in discourse

SAMPLE TEACHING AND LEARNING ACTIVITIES

Introducing Classmates

Explain that each new topic of conversation is followed by "は." Explain that the subject and the topic marker "は" are not required to be repeated in sentences that share the same subject; e.g.,

– カレンさんはアメリカじんです。(Karen is an American.)
– にじゅっさいです。(She is 20 years old.)
– スポーツがすきです。(She likes sports.)
–
– ロバートさんはカナダじんです。(Robert is a Canadian.)
– さんじゅっさいです。(He is 30 years old.)
– どくしょがすきです。(He likes reading.)

Student A briefly introduces student B, student C and student D, correctly using the topic marker "は." Repeat the same pattern with other students and have them note the correct usage of "は."

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– understand the basic usage of the topic marker "*wa*" in discourse?

Quiz

After the students have had adequate exposure to the topic marker "*wa*", have them write a quiz in which they demonstrate their understanding of its basic usage.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**10-3Y**

Strand	LC–6.2 text forms
Specific Outcome	*Students will be able to:* a. experience a variety of oral text forms

SAMPLE TEACHING AND LEARNING ACTIVITIES

Oral Texts
Have the students listen to various speakers of Japanese and a variety of oral text forms throughout the year; e.g.,

– songs
– anecdotes
– folk stories
– dialogues
– movies/plays
– advertisements
– news reports
– public address announcements.

Have the students keep track of the oral texts they have experienced in their learning logs.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– experience a variety of oral text forms?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students. Several times throughout the year, students use the checklist to determine if they have experienced a variety of oral text forms (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**10-3Y**

Strand	LC–6.2 text forms
Specific Outcome	*Students will be able to:* b. recognize some simple oral and print text forms; e.g., lists, letters, stories, songs

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guess the Text
Show various text forms to students without telling them what they are. Have the students work in small groups or pairs to sort out the text forms and guess what they are. In a whole class discussion, have the students verify their guesses and explain why them; e.g.,

–   (Once upon a time, there were an old man and an old woman.)
–   (Happy birthday!)
–   300   (Big Mac ¥300)
                         250   (Cheeseburger ¥250)
–   (I'm Eriko Tanaka. My hobby is soccer. Pleased to meet you.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   recognize some simple oral and print text forms?

Anecdotal Notes
Observe students as they participate in the text guessing and class discussion. Note and record how well they are able to recognize some simple oral and print text forms (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**10-3Y**

Strand	LC–6.3 patterns of social interaction
Specific Outcome	*Students will be able to:* a. initiate and respond to basic social interaction patterns; e.g., question–answer

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Mini Skits
Divide the students into pairs and provide them with a simple script. Have the pairs practise the script and perform it for the class; e.g.,

B: もしもし。(Hello.)
A: もしもし、B さんですか。(Hello, is that B?)
B: はい、そうです。(Yes, it is.)
A: A です。(It's A here.)

Interviews
Provide the students with simple interview questions for collecting biographical information such as name, age, where they live, grade, favourite pastime and favourite subject/game. Have each student use the questions to interview another student and write a simple biography of him or her.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− initiate and respond to basic social interaction patterns?

Anecdotal Notes
Observe students as they perform their skits. Note and record how well they are able to initiate and respond to basic social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the interviews. Observe the students as they interview each other and use the checklist to assess if students are able to initiate and respond to basic social interaction patterns (see sample blackline master in Appendix E: Observation Checklist).

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Global Citizenship

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**10-3Y**

Strand	GC–1.1 accessing/analyzing cultural knowledge
Specific Outcome	*Students will be able to:* a. inquire about elements of Japanese culture experienced in class, using English if necessary

SAMPLE TEACHING AND LEARNING ACTIVITIES

Japanese Games Investigation

Have the students take part in simple traditional Japanese games; e.g., ジャンケン (rock–paper–scissors), けんだま (kendama ball and cup game), カルタ (matching card game), はねつき (Japanese badminton), ふくわらい (blindfold face puzzle).

After playing the games, have the students research other Japanese games on the Internet using a KWL Chart.

Caution: Students should be monitored when using the Internet.

Cultural Activities

Organize a class or school-wide event related to Japanese culture; e.g.,
− invite   (Japanese drum) drummers to perform
− enjoy traditional meals and sweets
− observe the tea ceremony
− organize or attend cultural celebrations such as   (cultural festival)
− have the students take part in traditional events such as   (Setsubun) and   (New Year).

After the event, have the students brainstorm a list of further information they would like to know about a particular cultural activity. Have them use this list to guide their research of the activity.

Strand	GC–1.1 accessing/analyzing cultural knowledge
Specific Outcome	*Students will be able to:* a. inquire about elements of Japanese culture experienced in class, using English if necessary

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   inquire about elements of Japanese culture experienced in class, using English if necessary?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After their Internet research, students use the checklist to determine if they are able to inquire about elements of Japanese culture experienced in class, using English if necessary (see sample blackline master in Appendix E: Self-assessment Checklist).

Learning Log
After participating in the cultural activity, students reflect on their learning and on how well they were able to improve about elements of Japanese culture oriented in class. Some sample sentence starters are:
–   While participating in this activity I felt …
–   I learned that …

Strand	GC–1.1 accessing/analyzing cultural knowledge
Specific Outcome	*Students will be able to:* b. make observations of Japanese culture; e.g., as it is portrayed in texts and in the community

SAMPLE TEACHING AND LEARNING ACTIVITIES

Movie Response
Have the students watch a Japanese movie (with subtitles) and then discuss what they learned about Japanese culture from the movie. How are Japanese people portrayed in the movie? What cultural references are made? Have the students write a personal response to the way that Japanese culture is portrayed in the movie.

Japanese Literature
Have the students read a short story translated from Japanese and analyze how the way of life of the characters is described; e.g., what they eat, how they dress, what they do for a living, what they do for recreation, their family relationships. Have the students write a character sketch of one of the main characters.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– make observations of Japanese culture?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they watch the movie. After they have written their responses, students use the checklist to determine if they are able to make observations of Japanese culture (see sample blackline master in Appendix E: Self-assessment Checklist).

Learning Log
After reading the Japanese short story, students reflect on their learning and on how well they were able to make observations of Japanese culture. Some sample sentence starters are:
– Aspects of Japanese culture remind me of …
– Japanese culture is interesting because …

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**10-3Y**

Strand	GC–1.2 knowledge of Japanese culture
Specific Outcome	*Students will be able to:* a. participate in activities and experiences that reflect elements of Japanese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Japanese Cultural Activities
Provide a variety of opportunities for the students to participate in activities and experiences that reflect elements of Japanese culture; e.g.,

− participate in karaoke
− learn modern synchronized dancing such as アルゴリズムたいそう and なんちゅうソーランぶし or a traditional dance; e.g., (Bon Odori)
− for *kakizome* (January 2nd), invite a Japanese-speaking person to demonstrate Japanese calligraphy and have students practise and write their goals for the year
− make paper cranes for students who are ill or in the hospital for good luck and learn the meaning of such a gift.

Consider video recording the students' activities so they can assess their performances, or create a class or school display.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− participate in activities and experiences that reflect elements of Japanese culture?

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After the Japanese cultural activity, students use the checklist to determine if they are able to participate in activities and experiences that reflect elements of Japanese culture. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**10-3Y**

Strand	GC–1.3 applying cultural knowledge
Specific Outcome	*Students will be able to:* a. identify elements of Japanese culture in the classroom, school and community

SAMPLE TEACHING AND LEARNING ACTIVITIES

Supermarket Visit
Have the students visit an Asian supermarket to look at Japanese ingredients and products. Have the students write descriptions, draw or photograph the items and describe the items to the class. Each student should come back to class with a description of at least one item.

Extension Activity: Have the students identify other elements of Japanese culture in the community, such as restaurants, stores, businesses and Japanese cultural events.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify elements of Japanese culture in the classroom, school and community?

Rating Scale
Create an outcome-based rating scale and share it with the students before they visit their supermarket. After they have presented their descriptions of the Japanese items found, use the rating scale to assess how well students are able to identify elements of Japanese culture in the classroom, school and community (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**10-3Y**

Strand	GC–1.4 diversity within Japanese culture
Specific Outcome	*Students will be able to:* a. experience diverse elements of Japanese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Music
Have the students listen to traditional and modern Japanese music. Have them compare and contrast the Japanese music with music they are familiar with, possibly using a graphic organizer such as a Venn diagram in a class discussion.

Diversity
Have the students view photographs and visit Web pages showing diverse elements of Japanese teenage lifestyle.

Divide students into groups to review topics such as clothing, hairstyles, sports, pastimes, school life and language, and have each group report back their findings.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− experience diverse elements of Japanese culture?

Informal Observation
Observe students as they listen to the music and participate in the discussion. Make mental notes of the extent to which students are able to experience diverse elements of Japanese culture. Offer feedback, encouragement and praise as needed.

Learning Log
After examining examples of Japanese teenage lifestyle, students reflect on their learning and on how well they were able to experience diverse elements of Japanese culture.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**10-3Y**

Strand	GC–1.4 diversity within Japanese culture
Specific Outcome	*Students will be able to:* b. identify some elements that reflect diversity within Japanese culture

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Diversity in Traditional Festivals
Have the students find different traditional festivals in Japan and make a list. Divide students into groups and have them select one festival to research. Each group will create a digital slide show presentation on the festival of their choice. After sharing the presentations, have a class discussion on diversity within Japanese culture.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify some elements that reflect diversity within Japanese culture?

Anecdotal Notes
Observe students as they investigate and create a presentation of the diverse elements of Japanese music or dance. Note and record how well they are able to identify some elements that reflect diversity within Japanese culture (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**10-3Y**

Strand	GC–1.5 valuing Japanese culture
Specific Outcome	*Students will be able to:* a. participate in cultural activities and experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Japanese Cultural Activities
Provide a variety of opportunities for the students to participate in cultural activities and experiences; e.g.,

– make てるてるぼうず(*teru teru bouzu* dolls) in preparation for field trips or sports days
– participate in karaoke
– learn modern synchronized dancing such as アルゴリズムたいそう and なんちゅうソーランぶし or a traditional dance; e.g., (Bon Odori)
– for kakizome (January 2nd), invite in a Japanese-speaking person to demonstrate Japanese calligraphy and have students practise and write their goals for the year
– make paper cranes for students who are ill or in the hospital for good luck and learn the meaning of such a gift.

Have students share their thoughts about their participation in these cultural activities.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– participate in cultural activities and experiences?

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After the Japanese cultural activity, students use the checklist to determine if they are able to participate in cultural activities and experiences. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

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Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.1 awareness of first language
Specific Outcome	*Students will be able to:* a. identify differences between their first language and Japanese

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Text Layout
Divide the students into pairs and have them view layouts of Japanese magazines, books and newspapers and compare the layouts to those of texts in their first language. As students are viewing text layouts, have them write questions about the layout and design on sticky notes and leave them in the text. Have the students circulate the materials and continue to add to the questions. Use these questions later as a basis for class discussion about Japanese text forms.

Unique Sounds
When reading roomaji, have the students highlight or underline specific and/or unique sounds; e.g., つ, ち, す.

Have the students create a list of sounds that are found in Japanese, but not their first language.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− identify differences between their first language and Japanese?

Learning Log
After reviewing the text layouts, students reflect on their learning, on how well they were able to identify differences between their first language and Japanese and on how they must adapt their thinking about language when reading in Japanese. Some sample sentence starters are:
– This activity showed me that …
– I see now that Japanese is …

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the search for sounds that are found in Japanese but not their first language. Students use the checklist to determine if they are able to identify differences between their first language and Japanese (see sample blackline master in Appendix E: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** GC–2 affirming diversity	**10-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* a. explore the variety of languages spoken by those around them

SAMPLE TEACHING AND LEARNING ACTIVITIES

Languages in the Classroom
Identify all the languages spoken by the students in the class and create a list. Ask the students to say the same thing, e.g., hello, in all the different languages. Have the students participate in a discussion based on the different languages spoken by their classmates.

School-wide Multicultural Day
Organize a school-wide multicultural day in which guest speakers of different languages and from different cultures share their backgrounds. Have the students attend different presentations and report back to the class the information that they felt was interesting and important.

Extension Activity: Have the students complete a presentation entitled "My Culture." Incorporate these presentations into a parents' night to help showcase learning about cultures.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− explore the variety of languages spoken by those around them?

Informal Observation
Observe students as they discuss the languages spoken by their classmates. Make mental notes of the extent to which students are able to explore the variety of languages spoken by those around them. Offer feedback, encouragement and praise as needed.

Anecdotal Notes
Observe students as they participate in the multicultural day presentations. Note and record how well they are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* b. identify differences and similarities among words and writing systems from different languages within their personal experience

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comparing Writing Systems
Have the students brainstorm what they know about the writing systems used in English and Japanese. Then divide the students into pairs or groups and have them research and create a Venn diagram that shows similarities and differences among various writing systems. Have each group present its Venn diagram to the class. Have the students discuss the fact that many languages have similarities and differences among their writing systems.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify differences and similarities among words and writing systems from different languages within their personal experience?

Learning Log
Have the students summarize the main points of the discussion in their learning logs. Encourage students to reflect on how learning about different writing systems and the similarities and differences between languages helps them understand others and broadens their worldview.

After completing the Venn diagram, students reflect on their learning and on how well they were able to identify differences and similarities between words and writing systems of English and Japanese. Some sample sentence starters are:
– I would like to know more about …
– I think the English writing system is …
– I feel Japanese words are more …

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** GC–2 affirming diversity	**10-3Y**

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* a. explore and recognize similarities and differences between their own culture and other cultures

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Comparing School Systems
Have the students compare Japanese and Canadian school systems and complete Venn diagrams to illustrate similarities and differences.

Extension Activity: Have the students create digital slide show presentations to contrast and compare the school systems of different cultures.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− explore and recognize similarities and differences between their own culture and other cultures?

Rating Scale
Create an outcome-based rating scale and share it with the students before they begin their comparisons. Review their Venn diagrams and use the rating scale to assess how well students are able to explore and recognize similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* a. participate in activities and experiences that reflect elements of different cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cultural Activities
Provide a variety of opportunities for students to participate in activities and experiences that reflect elements of different cultures; e.g.,

– attend cultural activities within the community, if available
– carry out a specific job or task in school-wide cultural celebrations
– view videos, filmstrips, brochures and other media about cultural events.

Create a class chart in which the students record the various cultural activities they have participated in over the school year.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– participate in activities and experiences that reflect elements of different cultures?

Informal Observation
Observe students as they participate in the cultural activity and discuss the activities as a group. Review the students' list of cultural events attended and make mental notes of the extent to which students are able to participate in activities and experiences that reflect elements of different cultures. Offer feedback, encouragement and praise as needed.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* b. recognize that a variety of cultural practices are followed by their classmates and different groups in their community

SAMPLE TEACHING AND LEARNING ACTIVITIES

School Visits
Arrange for multicultural students from another school to visit and spend some time with the students; e.g., a Saturday school program, international exchange students, international Japanese schools.

Before the visit, have the students brainstorm ideas for activities in which they could learn from the visiting students. After the visit, have the students discuss what they learned about the cultural practices followed by the visitors.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize that a variety of cultural practices are followed by their classmates and different groups in their community?

Anecdotal Notes
Observe students as they interact with the visitors and discuss what they learned. Note and record how well they are able to recognize that a variety of cultural practices are followed by their classmates and different groups in their community (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* a. work and interact with others who are different

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cooperative Guidelines
With the students' input, create 'working together' guidelines to help facilitate effective cooperative activities. Recommend that students follow these guidelines during group work. Encourage students to seek out opportunities to work in cooperative groups with a variety of members of the class and school.

Extension Activity: Have the students work cooperatively with students from another language program or from a specialized school; e.g., school for blind, hearing impaired.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− work and interact with others who are different?

Anecdotal Notes
Observe students as they participate in cooperative learning activities with others who are different than them. Note and record how well they are able to work and interact with others who are different (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* a. adapt to new situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Field Trip
Have the students learn the idiomatic expressions and polite request forms required when visiting a place outside the school; e.g., a Japanese restaurant, art gallery. Arrange for the students to go on a field trip. Before you leave, discuss strategies the students could use to adapt their language and behaviour to the new environment.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   adapt to new situations?

Anecdotal Notes
Observe students as they adapt to the new environment during the field trip. Note and record how well they are able to adapt to new situations (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** GC–2 affirming diversity	**10-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* b. listen with attention to the opinions of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Debate
Organize a formal debate on a topic such as:

– school uniforms, e.g., in Japanese schools, versus school clothing guidelines; e.g., most public schools in Alberta
– the role of government in deciding on the content of history textbooks to be used in schools; e.g., *The New History Textbook* controversy in Japan circa 2000–2002
– the whaling practices of countries such as Japan; e.g., Japan versus America.

Encourage the students to listen attentively to formulate rebuttals and remind them not to speak out of turn.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– listen with attention to the opinions of others?

Anecdotal Notes
Observe students as they participate in the debate. As they listen to the opinions expressed by the other side, note and record how well they are able to listen with attention to the opinions of others (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**10-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* c. initiate and maintain new relationships

SAMPLE TEACHING AND LEARNING ACTIVITIES

E-mail Pals
Arrange for each student to have a Japanese e-mail pal. Have the students create a plan on how to initiate their first contact with their e-mail pal and ways they can ensure the e-mail relationship continues.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− initiate and maintain new relationships?

Learning Log
Have the students record their plans in their learning logs and use it as a work in progress plan that they continually refer to and modify while corresponding with their e-mail pals.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–3** personal growth and career opportunities	**10-3Y**

Strand	GC–3.1 Japanese language and culture
Specific Outcome	*Students will be able to:* a. suggest some reasons for learning Japanese

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorm
Have the students brainstorm the names of Japanese media and technology products used in our communities. Then have the students think about and discuss the Japanese influence in our society. Discuss the following question: As a business person involved in media and technology, how might knowledge of Japanese language and culture be an asset?

Exchange Experiences
Invite a teacher who has taught in Japan on an exchange program, such as the Japan Exchange and Teaching (JET) program, to the class. Have the guest give a short talk about his or her language and cultural experience.

After the presentation, have the students discuss some reasons for learning Japanese based on what they learned from the guest speaker.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   suggest some reasons for learning Japanese?

Informal Observation
Observe students as they participate in the discussion. Make mental notes of the extent to which students are able to suggest some reasons for learning Japanese. Offer feedback, encouragement and praise as needed.

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before the guest speaker's arrival. After the class discussion, students use the rating scale to assess how well they are able to suggest some reasons for learning Japanese (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–3** personal growth and career opportunities	**10-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* a. identify some reasons for learning additional languages

SAMPLE TEACHING AND LEARNING ACTIVITIES

Where Would You Like to Live?

Ask the students to select places on a world map where they would like to visit and one place overseas where they might like to live. Have the students find out what languages are spoken there. Once students have selected places to visit and live, ask them to create language goals for these places based on the following questions: What language skills would you need for the place you want to visit? Why? What language skills would you need to live in _____? How would you go about acquiring these skills?

Travelling Canadians

Have the students research Canadians who work overseas; e.g., athletes and trainers, English teachers, business people, foreign service workers, translators, politicians, medical researchers, tradespeople. Discuss the following questions: Which jobs require knowledge of a language other than English? How does understanding the language of a country help you as a visitor?

Extension Activity: Have the students brainstorm opportunities for using a language other than English or French in Canada; e.g., working in tourist areas, working as a translator, working with new immigrants, teaching in a language program.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- identify some reasons for learning additional languages?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. After they have thoroughly examined the language goals associated with each place, students use the rating scale to assess how well they are able to identify some reasons for learning additional languages (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Anecdotal Notes

Observe students as they discuss the questions. Note and record how well they are able to identify some reasons for learning additional languages (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–3** personal growth and career opportunities	**10-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* b. explore some reasons for participating in activities and experiences that reflect elements of different cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Thinking about Cultural Experiences
Ask students to think about any cultural experiences (from any culture) they can remember participating in. Divide the class into groups and have the students share these memories with their classmates. Have the groups summarize the reasons for their participation in the activities and highlight what they gained and learned from them.

Extension Activity: Have the students, as a group, prepare a poster advertising various countries' unique cultural activities.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   explore some reasons for participating in activities and experiences that reflect elements of different cultures?

Learning Log
After discussing their participation in activities and experiences that reflect elements of different cultures with classmates, students reflect on their learning and on how well they well able to explore reasons for their participation. Some sample sentence starters are:
–   My classmates' reasons were …
–   My reasons were …
–   When discussing my experiences, I felt …

Strategies

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**10-3Y**

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud, use mental images to remember new information and writing systems

SAMPLE TEACHING AND LEARNING ACTIVITIES

Songs and Actions
Explain to students that using physical actions can help them to remember words and expressions. Teach students a simple Japanese song that features particular actions or sounds for certain words (this part could be made up by you). Perform the song with students, gradually reducing your participation until they can perform the song on their own.

Paired Repetition
When teaching new vocabulary from a lexical field such as school, present each word orally and ask students to repeat the word after you. Focus on a small cluster of words (four or five) and have the students repeat them. Have the students continue to repeat the words together in pairs as a strategy to help memorize new words.

After students have completed paired repetition, ask them to produce the vocabulary words without your help to see if the cognitive strategy of repetition was effective for memorizing new words. Ask students if this strategy was effective for them.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use simple cognitive strategies, with guidance, to enhance language learning?

Informal Observation
Observe students as they participate in the action song. Make mental notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning. Offer feedback, encouragement and praise as needed.

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As the students practise in pairs, use the checklist to assess if students are able to use simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**10-3Y**

Strand	S–1.2 metacognitive
Specific Outcome	*Students will be able to:* a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Learning Log

Using a duotang, scribbler or binder, help students organize a learning log.

At various stages of a lesson, i.e., before, during and after, have students write about their learning in a log, including such things as:

Before beginning a unit or lesson:
−   What do I think I will learn?
−   What do I already know about the topic?
−   What do I hope we will do during this lesson?

During the lesson:
−   What things have I enjoyed the most?
−   What things do I have trouble with or need to work on?
−   How can I improve?

After the lesson:
−   What strategies did I use?
−   What things do I still need to work on?
−   How have I used what I learned outside of school?

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use simple metacognitive strategies, with guidance, to enhance language learning?

Learning Log
After preparing a learning log and writing the first entries, students reflect on their learning and on how well they were able to use simple metacognitive strategies. Some sample sentence starters are:
−   A benefit of keeping a learning log is …
−   When I read earlier entries I feel _____.

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**10-3Y**

Strand	S–1.3 social/affective
Specific Outcome	*Students will be able to:* a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek assistance to interpret a text

SAMPLE TEACHING AND LEARNING ACTIVITIES

Paired Reading
Divide the students into groups and have them work together to interpret a short text in Japanese. Have every student in the group take a turn reading the text before they begin. Have the groups summarize their texts and present their summaries to the rest of the class.

After summaries have been presented, ask students to share how reading with a peer differed from reading alone. Write down students' contributions and add them to a Strategies chart to be posted in the classroom.

Constructive Feedback
Have each student create a written piece of text and exchange it with a classmate. After reading one another's texts, the students ask each other for feedback and work together to improve the texts. Encourage students to recognize that making mistakes is a natural part of language learning.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use simple social and affective strategies, with guidance, to enhance language learning?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the reading activity. After the class discussion, students use the checklist to determine if they are able to use simple social and affective strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Self-assessment Checklist).

Anecdotal Notes
Observe students as they provide and receive feedback from their peers. Note and record how well they are able to use simple social and affective strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**S–2** language use	**10-3Y**

Strand	S–2.1 interactive
Specific Outcome	*Students will be able to:* a. use simple interactive strategies, with guidance, to enhance language use; e.g., indicate lack of understanding verbally or nonverbally

SAMPLE TEACHING AND LEARNING ACTIVITIES

Conversing in Groups

Divide the students into groups and ask them to have short conversations with each other; e.g., about pets, friends, hobbies. Encourage the students to use strategies such as interpreting nonverbal clues (e.g., miming, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, using circumlocution, repeating part of what someone has said to confirm understanding.

Keep on Talking

Divide the students into pairs and have them speak in Japanese to one another for as long as possible without using any English words. Have them use circumlocution (e.g., "the thing you hang the clothes on" for "hanger"), mime or point if they don't know the word, ask for clarification or repetition if they don't understand and ask follow up questions to check for understanding; e.g., "Am I making sense?".

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use simple interactive strategies, with guidance, to enhance language use?

Anecdotal Notes

Observe students as they converse in groups. Note and record how well they are able to use simple interactive strategies, with guidance, to enhance language use (see sample blackline master in Appendix E: Anecdotal Notes).

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–2** language use	**10-3Y**

Strand	S–2.2 interpretive
Specific Outcome	*Students will be able to:* a. use simple interpretive strategies, with guidance, to enhance language use; e.g., use illustrations to aid reading comprehension

SAMPLE TEACHING AND LEARNING ACTIVITIES

Circling Key Words
When encountering an unfamiliar written text, have the students work in pairs to identify and circle what they believe to be the key words. Have them prepare reasons for their decision and then compare notes with other pairs. The words are shared and verified as key words. Model how these key words can be used to give clues as to the meaning of the text. Encourage the students to use this strategy on their own.

Prediction
Present a short, unfamiliar text in Japanese to students. Before reading the text, have the students predict what it is about based on the title and illustrations. Read the first few lines to students, then ask students to review their predictions and revise them, if necessary. Finish reading the text and review students' predictions. Discuss the usefulness of this strategy with students.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use simple interpretive strategies, with guidance, to enhance language use?

Informal Observation
Observe students after they have been encouraged to use this strategy. Make mental notes of the extent to which students are able to use simple interpretive strategies, with guidance, to enhance language use. Offer feedback, encouragement and praise as needed.

Observation Checklist
Create an outcome-based checklist and share it with the students before they predict. Review the students' predictions and use the checklist to assess if students are able to use simple interpretive strategies, with guidance, to enhance language use (see sample blackline master in Appendix E: Observation Checklist).

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**S–2** language use	**10-3Y**

Strand	S–2.3 productive
Specific Outcome	*Students will be able to:* a. use simple productive strategies, with guidance, to enhance language use; e.g., copy what others say or write, use words that are visible in the immediate environment

SAMPLE TEACHING AND LEARNING ACTIVITIES

Look Around …
Post vocabulary around the room in a way that is visually relevant; e.g., label classroom objects such as the chalkboard and the clock, post vocabulary of clothing items, shaping the words to resemble the items. Then have the students write a short, simple text using words that are visible in the immediate environment. Tell students they don't need to worry if the text is not completely correct and that they can use a limited number of illustrations to help get their meaning across.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use simple productive strategies, with guidance, to enhance language use?

Anecdotal Notes
Observe students after they have been encouraged to use the strategy. Note and record how well they are able to use simple productive strategies, with guidance, to enhance language use (see sample blackline master in Appendix E: Anecdotal Notes).

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**10-3Y**

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning

SAMPLE TEACHING AND LEARNING ACTIVITIES

Flowchart
Before an applications-based activity such as writing a haiku or conducting a simple survey, guide students in creating a flowchart to plan the sequence of actions that will contribute to completing the task successfully. Discuss how a flowchart can be used in many different situations to enhance learning.

Inquiry Process
Have the students research a topic and create a presentation. Before beginning their research, have the students write questions to guide their research in a KWL chart; e.g.,

What I Know	**What I Want to Know**	**What I Learned**

Have the students access and use a variety of information sources such as libraries, the Internet, people in the community and professional organizations.

Caution: Students should be monitored when using the Internet.

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– use simple cognitive strategies to enhance general learning?

Learning Log
After creating a flowchart and sequencing actions, students reflect on their learning and on how well they were able to use cognitive strategies. Some sample sentence starters are:
– This strategy was useful because …
– I think flowcharts help to …

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the inquiry activity. As they use the various cognitive strategies during their inquiry, use the checklist to assess if students are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

| Strategies | **General Outcome**
Students will know and use strategies to maximize the **effectiveness** of learning and communication. | **Cluster Heading**
S–3 general learning | **10-3Y** |

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sticky-note Review

Discuss how to use the sticky-note review as a way of becoming aware of one's own learning and thinking processes. Provide students with a list of activities they have participated in recently that represent a range of skills. This list should be in chart form; e.g.,

Taking a guest on a school tour	Peer-assessment
Itinerary slide show	Clothing vocabulary game
Written paragraph	Watching Japanese commercial

Provide students with some sticky notes. Tell students to write different lead statements on the sticky notes such as, What I learned, What I had some difficulty with, What I enjoyed. Have the students choose various sticky notes to affix onto different activities on the sheet and complete the lead statement, either on the sticky note or in the chart.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use simple metacognitive strategies to enhance general learning?

Learning Log

After participating in the sticky-note review, students reflect on their learning and on how well they were able to use metacognitive strategies. Students use sentences such as: "I like activities that are oral, but I don't like activities where we read from the textbook. I get frustrated when reading long paragraphs, so I have to remember to slow my reading down."

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**10-3Y**

Strand	S–3.3 social/affective
Specific Outcome	*Students will be able to:* a. use simple social and affective strategies to enhance general learning; e.g., seek help from others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Secret Whisper
Review some general language learning strategies with the students. Assign a brief oral presentation to students. Have the students pick one or two general learning strategies that will help their presentation. After each presentation, students whisper to the teacher their general learning strategies. Once all presentations are finished, discuss the importance of using language learning strategies.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use simple social and affective strategies to enhance general learning?

Informal Observation
Observe students as they offer information on how they are feeling. Make mental notes of the extent to which students are able to use simple social and affective strategies to enhance general learning. Offer feedback, encouragement and praise as needed.

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they work on group problem solving. After the group work, students use the checklist to determine if they are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Checklist).

Course Level Samples for 20-3Y

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications	Language Competence
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	Students will use Japanese **effectively** and **competently**.
A–1 to impart and receive information A–2 to express feelings and personal perspectives A–3 to get things done A–4 to form, maintain and change interpersonal relationships A–5 to extend their knowledge of the world A–6 for imaginative purposes and personal enjoyment	LC–1 attend to form LC–2 interpret texts LC–3 produce texts LC–4 interact LC–5 apply knowledge of the sociolinguistic/ sociocultural context LC–6 apply knowledge of how discourse is organized, structured and sequenced
Global Citizenship	**Strategies**
Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	Students will know and use strategies to maximize the **effectiveness** of learning and communication.
GC–1 historical and contemporary elements of Japanese culture GC–2 affirming diversity GC–3 personal growth and career opportunities	S–1 language learning S–2 language use S–3 general learning

Applications

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to impart and receive information	**20-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. ask for and provide information on a range of familiar topic

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Developing a Blog
Divide the students into groups and have them design a blog that provides information on a topic; e.g., bonsai trees, popular *animé* shows. Then have the students present their blogs to others and encourage classmates to ask questions about the topic presented on the blog.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– ask for and provide information on a range of familiar topics?

Anecdotal Notes
Observe students as they participate in the activity. During the question and answer period, note and record how well they are able to ask for and provide information on a range of familiar topics (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to impart and receive information	**20-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. describe a series or a sequence of events or actions

SAMPLE TEACHING AND LEARNING ACTIVITIES

What's Going On?
Give each pair of students two simple cartoons in which there is a sequence of events depicted. Have each student describe, in Japanese, what is happening in his or her cartoon to a partner; e.g.,
– __V__ __V__ __V__ (___. And then, ___. After that, ____.)
– or __V__ (__V__ing [progressive form])
– or __V__ __V__ (____. And then, ____. [te form conjunction]).
After one partner has described the sequence of events in his or her cartoon, the other partner repeats back in English what he or she thinks is happening in the cartoon. Together, they verify the story by looking at the cartoon and think of ways to improve their descriptions.

Diary
Review vocabulary used when describing a sequence of events. Have the students write a short, simple diary entry describing their weekend activities, focusing on describing the sequence of events in the order they happened.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– describe a series or a sequence of events or actions?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they assess the description of a sequence of events. After describing the cartoons and discussing them with their partners, students use the checklist to determine if their peers are able to describe a series or a sequence of events or actions (see sample blackline master in Appendix E: Peer-assessment Checklist).

Rubric
Collaboratively create an outcome-based rubric with the students for assessing the series or a sequence of events or actions described in their diary entries. Use the rubric to evaluate how well students are able to describe a series or a sequence of events or actions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express feelings and personal perspectives	**20-3Y**

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* a. express a personal response to a variety of situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Responding to Images
Have the students view a series of diverse images one at a time. With each image, have students say an adjective that conveys a personal response; e.g.,   (interesting/fun),   (cute),   (beautiful/pretty/clean),   (strange/weird),   (scary/scared).

Extension Activity: Provide the students with matching descriptions on slips of paper. Have the students view a few selected facial images and then hold up the word that matches with the facial expression; e.g.,   (sad),   (happy),   (scary/scared).

Sample images

Food Tasting
Have the students sample a range of foods and give their opinions as to how the food tastes; e.g.,   (delicious),   /   (tastes bad),   (sweet),   (spicy/salty),   (sour),   (weak/bland),   (strong/thick).

Discuss with the students that using negative responses can be impolite. For example, saying that something   /   (tastes bad) to a host family would be inappropriate.

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* a. express a personal response to a variety of situations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− express a personal response to a variety of situations?

Informal Observation
Observe students as they give their responses to the images. Make mental notes of the extent to which students are able to express a personal response to a variety of situations. Offer feedback, encouragement and praise as needed.

Learning Log
After the tasting activity, have the students to reflect and write about the experience, including recording the new vocabulary associate with expressing a response to food. Have the students relate the activity to their personal experiences and previous knowledge.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express feelings and personal perspectives	**20-3Y**

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* b. record and share thoughts and ideas with others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Proposal for a Field Trip

Divide the students into groups. Have group members share their thoughts and ideas for a field trip and create a group proposal poster using phrases and visual images. Examples of phrases to use might include:

–   (I want to go to the museum.)
–   (Would you like to go to the zoo?)
–   (The summer is here. Let's go to the lake.)

Have the groups hang their posters around the classroom for others to view. Provide the students with marking pens to share their thoughts and ideas regarding each group's proposal. Have the students circulate throughout the classroom and write their thoughts on a comment sheet.

Examples of expressions they might use include:

–   (I agree.)
–   (Let's go.)
–   (It's still cold.)
–   (What do they have at the museum?).

Extension Activity: Have the students record and share their thoughts during or directly after the field trip. These recorded thoughts could be used in a future class discussion summarizing the field trip.

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* b. record and share thoughts and ideas with others

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− record and share thoughts and ideas with others?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After they have shared their thoughts on the posters, students use the checklist to determine if they are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Self-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express feelings and personal perspectives	**20-3Y**

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* c. respond to and express feelings

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Facial Expressions
Locate and assemble photographs and images depicting various facial expressions and feelings. Divide the students into small groups and distribute the photographs and images. Have the students decide what feeling is depicted in each image and how they would respond to someone experiencing that feeling. Students can also come up with possible words or phrases the person in the image is saying on thinking.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− respond to and express feelings?

Informal Observation
Observe students as they assess different facial expressions. Make mental notes of the extent to which students are able to respond to and express feelings. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* a. make and respond to a variety of simple requests

SAMPLE TEACHING AND LEARNING ACTIVITIES

Restaurant Role-play

Have the students take turns role-playing customers and servers in a restaurant. Have the student playing the customer place orders and make requests; the student playing the server responds to these requests and acts them out accordingly; e.g.,

- (Excuse me. [to draw the waiter's attention])
- (Can I have the bill, please?)
- (I'm done. Thank you for the nice meal.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- make and respond to a variety of simple requests?

Rating Scale
Create an outcome-based rating scale and share it with the students before they begin the activity. During the role-play, use the rating scale to assess how well students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* b. seek, grant or withhold permission

SAMPLE TEACHING AND LEARNING ACTIVITIES

Permission at Work

Review the expressions and forms associated with asking for and granting permission. Divide the students into pairs and have them role-play asking for permission in a work setting; e.g., at a fast food restaurant, at a cinema, at a corner store. Students can ask to take a break, for time off, to switch shifts with another employee and so on. Have the students present their role-plays to others in the class.

Extension Activity: Have the students role-play asking for permission from their parents or guardians; e.g., to go to a dance, to go to a movie, to go on a date, to buy a new outfit, to borrow the car.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− seek, grant or withhold permission?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the role-play activity. As the students present their role-plays, use the checklist to assess if students are able to seek, grant or withhold permission (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* c. encourage or discourage others from a course of action

SAMPLE TEACHING AND LEARNING ACTIVITIES

Health Posters

Have each student create a digital poster promoting healthy, active lifestyles; e.g., promoting fitness:

がんばって！　からだにいいことをしましょう！

！ (Do healthy things for your body!)

！ (Do your best!)

Other expressions could include:
– (Let's eat vegetables.)
– (Let's do some sports every day.)
– (Let's go to bed before 11 o'clock.)
– (Let's lose weight while having fun.)

Posters could be printed and displayed in the school.

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* c. encourage or discourage others from a course of action

SAMPLE TEACHING AND LEARNING ACTIVITIES (continued)

Extension Activity: Have the students create a poster warning people of inappropriate or unhealthy lifestyles such as smoking, fighting and bullying. Expressions used may include:

–   (Smoking is not good for your health.)
–   (Let's stop bullying.)
–   (Fighting is not allowed.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   encourage or discourage others from a course of action?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they review the poster of another student. Students use the checklist to determine if their peer is able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Peer-assessment Checklist). Students modify their posters before submitting them or posting them in the school.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* d. give and follow a simple sequence of instructions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Making Origami
Have the students learn key vocabulary associated with origami and follow instructions for making an origami object. As an extension, have the students give instructions for making an origami object to their partners.

Following Directions
At various places on the classroom floor, tape pictures of typical places found in a community, such as library, park, bridge, supermarket. Have the students work in pairs. One person pulls a place name out of a hat. His or her partner gives directions on how to get to the destination. The students follow the directions they are given, asking for clarification and further information as needed.

Extension Activity: Divide the students into pairs and give them chocolates to hide in the classroom. Have the students guide each other by giving a simple sequence of instructions to find the hidden chocolate.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– give and follow a simple sequence of instructions?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the origami activity. After they have constructed at least one origami object, students use the checklist to determine if they are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Self-assessment Checklist).

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they guide their partners to a destination. Students use the checklist to determine if their peers are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. express a wish or a desire to do something

SAMPLE TEACHING AND LEARNING ACTIVITIES

Photo Album

Have the students create a digital photograph album of a number of places they would like to visit in Japan and what they would like to do there. Each photograph should have at least two sentences of explanation; e.g.,

(I want to go to Hakone.)

(I want to go boating.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- express a wish or a desire to do something?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Review the photo albums and use the checklist to assess if students are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* b. make an offer and an invitation, and respond to offers and invitations made by others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fill in the Blank (Cloze)
Provide students with a cloze activity based on making offers or invitations. Have the students select words or expressions to complete the dialogue and make any necessary grammatical changes. Have the students practise the dialogue and present it to the class.

A: _____   (Why don't we go <u>see a movie</u>?)
B: _____   (A <u>movie</u>. That's good.)
A: <u>12</u>   (How about <u>12</u> o'clock?)
B: <u>12</u>   … <u>3</u>   (<u>12</u> o'clock is not good for me. How about <u>3</u> o'clock?)
A: <u>3</u>   (That's good. Then, at <u>3</u> o'clock.)

Party Invitation
Divide the students into groups or pairs to develop an invitation for a party, such as a birthday party or a graduation party. The invitation must include an RSVP reply. Have the students exchange the invitations and reply to each other.

Home Stay
Have the students practise a conversation between host parents and guests in which offers are made and responded to; e.g.,

Host mother: (Would you like some green tea, James?)
James: (Yes, thank you very much.)

(accepting something to drink but not the offered one)
Host mother: (Would you like some green tea, James?)
James: … (Well, green tea …)
Host mother: (Well then, is a cola okay?)
James: (Yes, thank you very much.)

(rejecting politely)
Host mother: (Would you like some coffee, James?)
James: (Sorry, I'm fine for now.)

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* b. make an offer and an invitation, and respond to offers and invitations made by others

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   make an offer and an invitation, and respond to offers and invitations made by others?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As the students present the dialogue, use the checklist to assess if students are able to make an offer and an invitation, and respond to offers and invitations made by others (see sample blackline master in Appendix E: Observation Checklist).

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they exchange and respond to the invitations of others. Students use the checklist to determine if their peers are able to make an offer and an invitation, and respond to offers and invitations made by others (see sample blackline master in Appendix E: Peer-assessment Checklist).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As the students practise the conversation, use the checklist to assess if students are able to make an offer and an invitation, and respond to offers and invitations made by others (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* c. state personal actions in the past

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Memories

Have the students create a memory album of their childhood; e.g., using photographs, artifacts, images.
Have the students use simple sentences to describe what happened in their childhood; e.g.,
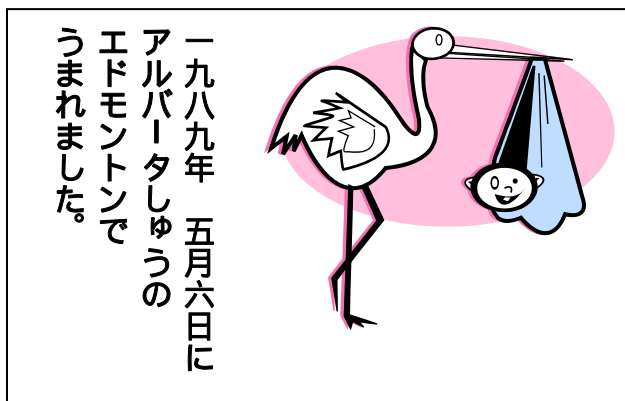
(I was born in Edmonton, Alberta, on May 6, 1989.)

Interview Role-play

Have the students role-play an interview regarding a prior school event; e.g., one person is a television commentator or reporter and the other is an interviewee who is being asked questions about the Japan Festival that took place last week.

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* c. state personal actions in the past

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   state personal actions in the past?

Rubric
Collaboratively create an outcome-based rubric with the students. Review the memory albums and use the rubric to evaluate how well students are able to state personal actions in the past (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). The rubric will likely assess other outcomes as well.

Anecdotal Notes
Observe students as they participate in the role-plays. Note and record how well they are able to state personal actions in the past (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* a. suggest, initiate or direct action in group activities

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Leader
Choose a student to act as class leader to direct the start and end of class following an established routine. The class leader also selects the next class leader. Vocabulary to use may include:

–   (stand up),   (bow),   (sit down)
–   /   (I would like ____ to take over next time, please.)

Useful Expressions
Review expressions that will help students suggest, initiate or direct action in group activities; e.g.,

–   (Hurry up, please.)
–   (Let's begin.)
–   (Stop, please.)
–   (Please be quiet.)
–   (Let's take a break.)
–   (Let's do it one more time.)
–   /   (It's ___ turn.)

Post the list of expression in the classroom. Divide the class into small groups and distribute a crossword puzzle to each group. Instruct groups to work together to complete the puzzle using the posted expressions whenever relevant and possible.

Simon Says
Have one student direct other students with action instructions during the game of "Simon Says." Encourage the students to use current vocabulary and directional words; e.g.,

(up),   (down),   (front),   (back),   (right),   (left).

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* a. suggest, initiate or direct action in group activities

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   suggest, initiate or direct action in group activities?

Learning Log
After serving as class leader, have the students reflect in their learning logs on how well they were able to direct the class's activities.

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. When students work on group activities, observe to see who uses the appropriate Japanese expressions. Use the checklist to assess if students are able to suggest, initiate or direct action in group activities (see sample blackline master in Appendix E: Observation Checklist).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As the students play the game, use the checklist to assess if students are able to suggest, initiate or direct action in group activities (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* b. encourage other group members to participate

SAMPLE TEACHING AND LEARNING ACTIVITIES

Encouraging and Cheering

Review encouragement and cheering-up phrases such as   /   (Do your best!/Don't give up!),   (You're almost there!).

Facilitate a simple game activity or an event like   (sports day) and ask the students to use the phrases during the game.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– encourage other group members to participate?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. While students are playing the game, use the checklist to assess if students are able to encourage other group members to participate (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* c. assume a variety of roles and responsibilities as group members

SAMPLE TEACHING AND LEARNING ACTIVITIES

Roles and Responsibilities
Assign different roles for cooperative learning tasks. These roles have unique responsibilities and require their own unique vocabulary; e.g.,

Role	Responsibility	Vocabulary
Timer	Ensures group completes work within the time limit	(Hurry up, please.) (You have ___ minutes left.)
Secretary	Writes the notes, keeps track of paper	(Please say that again.) (Please say it more slowly.)
Reporter	Presents group's work when it is complete	(I will report our group work.) (Listen carefully, everyone.) (That's it.)

Have the students change roles periodically.
These roles and vocabulary can be applied to any group project.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− assume a variety of roles and responsibilities as group members?

Learning Log
Have the students keep track of the roles they have fulfilled and the associated vocabulary and reflect on their ability to assume a variety of roles and responsibilities as group members. Have the students draw on examples from their personal experiences to support their reflection and reflect further on how their participation has improved from previous group work.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* d. negotiate in a simple way with peers in small-group tasks

SAMPLE TEACHING AND LEARNING ACTIVITIES

Casting for a Movie
Provide the students with a simple model skit about who will perform a role for a particular movie. Divide the students into groups and have them perform the skit; e.g.,

A: character 1   (Who will play the character 1 role?)
B: /   (I will do that.)
A & C: (That's fine.)
C: /   character 2   (Can I play character 2?)
A: /   character 2   (I would also like to play character 2.)
C: (Let's decide using rock–paper–scissors.)
A & C: (rock–paper–scissors.)
B: A   character 2   (A san is character 2, right?)
C: character 3   (Then I will play character 3.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– negotiate in a simple way with peers in small-group tasks?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they view the skit performances. Students use the checklist to determine if their peers are able to negotiate in a simple way with peers in small-group tasks (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* e. check for agreement and understanding

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Cooperative Drawing
Have the students work as a group to draw a picture. Have one student stand in front of a blackboard and draw a picture according to the step-by-step instructions of the other members. After each step, the drawer asks,   (Is it okay?) and the partner replies,   (Yes, it's okay.) or   (It's just a little bit different.) and, perhaps, offer modifications.

(Excuse me, teacher. I forgot my homework. Can I bring it tomorrow morning?)
(There's not much you can do about it. Well, bring it in first thing in the morning.)
(Yes, I will. Thank you.)

Voting by Show of Hands
Review and practise expressions for checking for agreement with voting by show of hands. Have the students develop a short skit using the model expressions; e.g., to decide if they should play bingo or "Simon Says."

Student A: (Those who agree with bingo, please put up your hands.)
Bingo students: (Yes.)
Student A: (Those who agree with "Simon Says," put up your hands.)
Simon Says students: (Yes.)
Student A: (There are more for bingo, right? Well, let's play bingo.)

Encourage the students to use these expressions when working in groups.

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* e. check for agreement and understanding

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– check for agreement and understanding?

Informal Observation
Observe the students as they work together to complete the drawing. Make mental notes of the extent to which students are able to check for agreement and understanding. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* f. express disagreement in an appropriate way

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play
Review and practise polite/soft disagreement expressions to use in group skits. Examples include:

– … (Well, I'm not sure about ___.)
– … (Well, I'm not sure about ___.)

Have each group demonstrate disagreement in a skit. Video record the skits for viewing by the class at a later time.

Survey
Review and practise polite and appropriate expressions to use when disagreeing with someone. Lead a brief brainstorm and compile a list of statements on the board; e.g., the Oilers are the best team in the National Hockey League (NHL), hip-hop music is the best. With the students, create a survey questionnaire and then have them present the statements to one another, asking for agreement or disagreement.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– express disagreement in an appropriate way?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. After they survey one another, use the checklist to assess if students are able to express disagreement in an appropriate way (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes
Observe students as they discuss and brainstorm phrases for disagreement. Note and record how well they are able to express disagreement in an appropriate way (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**20-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* a. refuse politely

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Skits

Have the students brainstorm situations in which they may need to refuse politely. Divide the students into pairs and have them select a situation and develop and present a short simple skit; e.g.,

Host mother: (Have some.)
Student: (Thank you. [leaving it untouched])

Students can be given a few ways to refuse politely; e.g.,

– (I'm full now.)
– (I'll have some later.)
– (I'm not a big fan of ___/not keen on ___.)

Encourage the students to discuss culturally appropriate ways of refusing. A Japanese guest could be invited to the class for the discussion.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– refuse politely?

Observation Checklist

Create an outcome-based checklist and share it with the students before the skit presentations. While watching the skits and the class during the discussion, use the checklist to assess if students are able to refuse politely (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**20-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. talk about themselves, and respond to the talk of others by showing attention and interest

SAMPLE TEACHING AND LEARNING ACTIVITIES

Showing Attention and Interest
Have a Japanese guest visit the class and encourage the students to listen and respond to the guest, showing attention and interest. Have the students brainstorm how they can show attention and interest when listening to other people. Before the guest arrives, have the students view a video clip showing Japanese people engaged in conversation. Have the students note the use of Aizuchi statements and associated nonverbal behaviours. After viewing, have the students discuss their findings and discuss what manners will be appropriate when the guest is talking.

Extension Activity: Encourage students to respond to the guest by asking questions and making appropriate comments.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   talk about themselves, and respond to the talk of others by showing attention and interest?

Anecdotal Notes
Observe students as they brainstorm about how to show attention and interest and then later as they listen to the guest. Note and record how well they are able to respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Applications	Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**A–4** to form, maintain and change interpersonal relationships	**20-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* c. make and break social engagements

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play
Divide the students into pairs and have them role-play using a sample pattern; e.g.,

A: B   (Hi, B.)
B: A   (Oh, hi, A. You don't look well.)
A: _____   (Actually, I've got a headache.)
B: (That's not good.)
A: _____   (So, can I cancel today's hockey?)
B: (That's okay.)
A: (Sorry about that.)

Reasons
                    (have a headache),   (caught a cold),   (have a
toothache),   (busy at work),   (have homework),
           (have a test tomorrow)

Engagement
           (movie),   (shopping),   (party),   (football, or any
other sport)

The underlined parts can be replaced from a list posted on the whiteboard. Have the students exchange roles and perform a few variations.

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* c. make and break social engagements

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   make and break social engagements?

Rubric
Collaboratively create an outcome-based rubric with the students to assess the role-play. Watch the students perform and use the rubric to evaluate how well students are able to use the appropriate expressions and nonverbal communication to make and break social engagements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**20-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* d. initiate relationships; e.g., invite others to join a group

SAMPLE TEACHING AND LEARNING ACTIVITIES

Putting Together a Puzzle
Have the students learn and practise phrases such as:

–   (Would you like to do this together?)
–   (Shall we make this together?)

Locate and bring to class Japanese language- or culture-based puzzles. Assign one student per puzzle. Instruct the student to invite others to form a group and work together to put the puzzle together.

Initiate Small Talk
Have the students learn and practise common Japanese phrases to initiate small talk; e.g.,

A: (It's a beautiful day, isn't it?)
B: (It really is a beautiful day.)

A: (Where are you going?)
B: (To school.)
A: (A set expression: Goodbye. /I'll see you when you get back.)
B: (A set expression: Goodbye. /I'm going but I'll be back later.)

Provide the students with free conversation time during which they can talk with others sitting near them, students from another class or classmates in their groups.

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* d. initiate relationships; e.g., invite others to join a group

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   initiate relationships?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Each time students need to invite others to join a group, use the checklist to assess if students are able to initiate relationships (see sample blackline master in Appendix E: Observation Checklist).

Learning Log

Immediately following their conversation practice, have the students reflect in their learning logs about how they used the expressions to talk with others in the class. Have the students describe how their conversations helped them initiate relationships with others and how they might use the expressions in the future to initiate relationships.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**20-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* e. give and respond to compliments

SAMPLE TEACHING AND LEARNING ACTIVITIES

Giving Compliments

Demonstrate typical ways to give and receive compliments in Japanese. Have the students practise this skill by giving a classmate a compliment.

Teacher: (Well done. /You did a good job.)

Student: (Thank you very much.)

A: (That was a wonderful <u>presentation</u>.)

B: (Thank you very much.)

Note: The underlined part can be replaced according to the situation, such as speech, presentation, exhibition, performance.

A: (Your Japanese is good, isn't it?)

B: …   (No, I'm not there yet.)

Note: '   ' (thank you very much) is also appropriate, but it is common in Japan to show modesty.

Display flash cards portraying a variety of people in a variety of situations. Have students come up with sincere, appropriate compliments for each flash card.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– give and respond to compliments?

Anecdotal Notes

Observe students as they pay compliments. Note and record how well they are able to give and respond to compliments (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.1 discover and explore
Specific Outcome	*Students will be able to:* a. explore classification systems and criteria for categories

SAMPLE TEACHING AND LEARNING ACTIVITIES

Clustering Vocabulary
When studying a particular lexical field, such as fashion, shopping or school life, ask students to cluster vocabulary into categories that seem logical. Have the students create and use graphic organizers based on their categories. Post the vocabulary organizers in the classroom.

Extension Activity: Divide the students into groups and give each group a set of labelled pictures. Have the students sort the pictures according to the criteria. Criteria could include:

– Home: (dining room),   (bedroom),   (kitchen),   (living room),
        (entrance area),   (bathroom)
– Fashion: (wear on the head),   (wear on the upper body),   (wear on the
    lower body),   (wear glasses),   (wear accessories)
– Food: (vegetables),   (meats),   (fruits),   (fish),   (sweets/snacks),
            (fast food)
– School: (physical education),   (science),   (music),   (mathemathics),
            (art).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   explore classification systems and criteria for categories?

Anecdotal Notes
Observe students as they review the graphic organizers and sort the pictures. Note and record how well they are able to explore classification systems and criteria for categories (see sample blackline master in Appendix E: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Applications	Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.1 discover and explore
Specific Outcome	*Students will be able to:* b. discover relationships and patterns

SAMPLE TEACHING AND LEARNING ACTIVITIES

Weather
Have the students research yearly weather and temperature patterns of a city in Japan. Have the students then develop a chart and a graph to show the weather patterns and present them to the class.

Extension Activity: Have the students compare the weather patterns in two or more Japanese cities and present their findings to the class.

Japanese School Timetables
Have the students examine timetables from a few Japanese senior high schools and explore the relationships among them as well as any patterns they notice. Have the students note their observations and make a poster to present to their classmates.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– discover relationships and patterns?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' charts and graphs and use the checklist to assess if students are able to discover relationships and patterns (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Informal Observation
Observe students as they present their posters to the class. Make mental notes of the extent to which students are able to discover relationships and patterns. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* a. record and share personal knowledge of a topic

SAMPLE TEACHING AND LEARNING ACTIVITIES

Poster Presentation
Have the students choose a topic they are interested in and prepare a brief video presentation about the topic. Sample topics include my house, my room, my pet, my hobby, my favourite band. Encourage students to rely primarily on their own personal knowledge of the topic for their presentations.

Group Information Gathering
Divide the students into groups and have each group choose a topic of interest related to Japanese language or culture. Have the students then share their personal knowledge of the topic with others in the group and record notes on a large sheet of chart paper. At the end of a predetermined amount of time, have each group share its knowledge of the topic with the other groups.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− record and share personal knowledge of a topic?

Rubric
With the students' input, establish criteria for the poster presentation and collaboratively create an outcome-based rubric. The rubric will likely be used to assess multiple outcomes. Use the rubric to evaluate how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the group work. As the groups work to share and record their knowledge and then present their work to the rest of the class, use the checklist to assess if students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* b. compose questions to guide research

SAMPLE TEACHING AND LEARNING ACTIVITIES

Daily Routine Survey

After reviewing sentence structures related to daily routines, have the students develop survey questions and conduct a survey; e.g.,

	Tommy	Maria	Dan
(What time did you wake up?)	H M	H M	H M
(What did you have/eat for breakfast?)			
* (How did you come to school today?) * Please note that was used here because could mean why.	(walking) (by bus)		(by bicycle) (by car)
(What are you studying in the first period?)			

Note: Ensure that students answer the questions in complete sentences.

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* b. compose questions to guide research

SAMPLE **TEACHING AND LEARNING** ACTIVITIES (continued)

KWL Chart
Have the students fill out a KWL chart to guide their research on a specific topic; e.g.,

What I **Know**	What I **Want** to Find Out	What I **Learned**
(Japan is a multi-island country.) (It is in Asia.)	(Where in Asia is it?) (How far is it from the north end to the south end?) (What's the population?) (How far is it from Canada?)	

Have the students use the questions from the middle section of their charts to guide their research.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– compose questions to guide research?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the survey activity. While students are composing survey questions, use the checklist to assess if students are able to compose questions to guide research (see sample blackline master in Appendix E: Observation Checklist).

Learning Log
Have the students reflect on their KWL charts and the use of questions to guide their research. Did the process help them stay on topic? Did the questions help to guide their research? Did they revise their questions part way through their research?

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* c. identify sources of information used

SAMPLE TEACHING AND LEARNING ACTIVITIES

Research Resources

When completing a research project about an aspect of life in Japan, have the students use a variety of sources of information. Some sources could include Japanese Web sites, tourism brochures and Japanese magazines. In their presentations, have the students use expressions to identify each source of information; e.g.,

- (I researched on the Internet.)
- (I researched at the library.)
- (I asked my friend.)
- (I did interviews.)
- … (According to a Japanese magazine, …)
- ___ … (According to ___'s story, …)

Focus on Sources

As a class mini project, pose the question, "What do Japanese people eat?" Have the class brainstorm and list possible sources of information; e.g., magazines, books, teacher-created information sheets, Internet, people from the community, videos, menus, local restaurants, grocery stores.

Each student then chooses one source of information to go to for answers to the question. Later, each student describes the resource he or she used to the class and summarizes the information that it contained. Encourage students to find, use and identify a variety of information sources.

Caution: Students should be monitored when using the Internet.

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* c. identify sources of information used

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   identify sources of information used?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the research. Review the students' presentations and use the checklist to assess if students are able to identify sources of information used (see sample blackline master in Appendix E: Observation Checklist).

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they review a peer's presentation. Students use the checklist to determine if their peers are able to identify sources of information used (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* d. record observations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Weather Record
Every day for a period of time, have the students record the day's weather. Have them create charts to show the temperature variations and a pie chart to show the percentages of days that had particular kinds of weather. Sample vocabulary includes   (sunny),   (cloudy),   (rainy),   (snowy),   (cold),   (hot),   (cool),   (warm),   (comfortable day),   (muggy) and   (temperature for weather), __   (__degrees).

Watching a Video
Select a brief informational video and compile a list of points made in the video. Review strategies for note taking with students, such as listening for key words, and give each student the list of points made in the video. As they watch the clip, have them check off the ideas they hear mentioned in the video.

Extension Activity: Have the students complete the same activity, but do not provide a checklist. Instead, have the students write notes and summarize the information contained in the video.

Classroom Records
Create a class chart for recording various pieces of daily or weekly information, such as the win/loss/tie of a local sports team, the colours worn by the students, the weather in a city in Japan or the number of people in class that day. Have the students take turns recording the information in the class chart. This chart could also be part of a class Web site.

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* d. record observations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   record observations?

Rating Scale
Create an outcome-based rating scale and share it with the students before they begin the activity. Review the students' charts and use the rating scale to assess how well students are able to record observations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' checklists and/or notes and use the checklist to assess if students are able to record observations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Anecdotal Notes
Observe students as they record their observations in the class chart. Note and record how well they are able to record observations (see sample blackline master in Appendix E: Anecdotal Notes).

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Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* a. identify and describe a problem

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play
Provide the students with drawings, photographs or images depicting problematic situations; e.g., a car with a flat tire, a person in the rain without an umbrella. Have students review the images in pairs and describe the problems. Once all students have seen all of the images, have them compare notes and descriptions of the perceived problems.

Classroom Expressions
Review expressions commonly used in the classroom to identify and describe problems. Post the expressions in the classroom and encourage the students to use these expressions when the situations arise. Expressions could include:

-                     (I'm thirsty.)
-        ___   (I'm hungry. May I eat some __?)
-                (May I go to the washroom?)
-                (I have a headache.)
-                (I do not feel well.)
-     /   (I forgot my notebook/book in the locker.)

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* a. identify and describe a problem

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   identify and describe a problem?

Informal Observation
Observe students as they review the images and identify the problems. Make mental notes of the extent to which students are able to identify and describe a problem. Offer feedback, encouragement and praise as needed.

Observation Checklist
Create an outcome-based checklist and share it with the students. During an extended period of time, observe the students and use the checklist to assess if students are able to identify and describe the problems using the expressions (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* b. offer solutions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Match and Role-play

Provide the students with a set of paired cards—one card identifies and describes a problem and the other suggests a solution. Have them match the pairs and check their answers. Divide the students into pairs and have them prepare a series of e-mails describing a problem and offering a variety of solutions; e.g.,

A: (I'm thirsty.)

During a class
B: (Go have some water and come back, please.)
At school
                                       (The water fountain is over there.)
In town
                                              (Let's go to the convenience store and buy a
drink.)
                                                      (My house is nearby.
Would you like to come to my place to get a drink?)
At home
      __   (Well, let's have a ___.)

Home-stay Problems

Divide the students into groups and have them discuss problems they may encounter when in Japan in a home-stay situation. After students list the problems, discuss possible solutions; e.g.,

–   (It's hot during the summer in Japan.)
                                    (Let's bring a hat with us.)
                                    (How about going to the pool?)
                                        (How about drinking lots of water?)
–   (We may not know the streets very well.)
                                    (How about asking a police officer?)
                                        (How about going with a friend?)
                                    (How about taking a map?)

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* b. offer solutions

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− offer solutions?

Informal Observation

Observe students as they match the cards and prepare their e-mails. Make mental notes of the extent to which students are able to offer solutions. Offer feedback, encouragement and praise as needed.

Observation Checklist

Create an outcome-based checklist and share it with the students. As the students discuss the problems and possible solutions, observe them and use the checklist to assess if students are able to offer solutions (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* c. participate in problem-solving processes

SAMPLE TEACHING AND LEARNING ACTIVITIES

Traditional Japanese Problem-solving
Have the students experience some traditional Japanese activities that are commonly used to solve problems, such as:

Jan-ken: Used to determine who goes first.
Student A: (Let's decide by rock–paper–scissors.)
Student B: (That's good. Rock, paper, scissors.)

Amida-kuji: Used to assign duties, roles or objects randomly; e.g., assigning roles to group members.

1. To start, write students' names across the top of the board and duties across the bottom.
2. Draw vertical lines connecting each name with a duty directly below it.
3. Conceal the names and the duties, leaving only the vertical lines in sight.
4. Have each student draw one horizontal line connecting two adjacent vertical lines, ensuring that it doesn't touch any other horizontal lines.
5. Once this is done, trace the vertical lines from top to bottom. As you follow the line down, if you come across a horizontal line, you must follow it to the adjacent vertical line on the left or right, then resume tracing down. Continue until you reach the bottom of the vertical line.
6. Pair the name at the starting point with the duty at the end point.

Problem Solving
Present a simple problem-solving model to the class. Divide students into groups and provide each group with a number of scenarios that involve a problem that requires a solution; e.g.,

– Your parents have chosen a particular type of summer vacation but you would like a different type of vacation.
– You want to borrow a book from a library but you don't have a library card.
– You and your friends want to play soccer but the field is not available.

Have the groups brainstorm possible solutions to the problem and then choose the best one. Each group then creates a skit based on the scenario and their solution.

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* c. participate in problem-solving processes

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   participate in problem-solving processes?

Informal Observation
Observe students as they use the traditional Japanese problem solving activities to solve problems in their groups. Make mental notes of the extent to which students are able to participate in problem-solving processes. Offer feedback, encouragement and praise as needed.

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before the discussion and skits. After presenting their skits, students use the checklist to determine if they are able to participate in problem-solving processes (see sample blackline master in Appendix E: Self-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* a. express their views on a variety of topics within their direct experience

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Survey
Have the students circulate throughout the classroom and ask their classmates about their views on topics they are all familiar with; e.g.,

A: __   (Do you like __?)
B: or __   … or
    (Yes, I love it. or I'm not crazy about __. or It's so-so.)
A: __   (Then , how about __?)
B: or __   … or
    (Yes, I love it. or I'm not crazy about __. or It's so-so.)

Sharing Session
As part of a discussion about Japanese lifestyle, have students share their own personal understandings, views and experiences regarding topics like Japanese food, anime, electronics and cards. After the sharing session, have students choose one area of interest and design a poster for a brief presentation to the class.

A New Hobby
As part of a discussion about hobbies, e.g., listening to music, swimming, reading, drawing, have students individually choose one hobby that they would like to try. Have them write three reasons why they have chosen that particular hobby. Then have students work in pairs or in groups of three or four to share their views on the hobby and why they think they would like to try it.

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* a. express their views on a variety of topics within their direct experience

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− express their views on a variety of topics within their direct experience?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the survey. Review the results of the survey and use the checklist to assess if students are able to express their views on a variety of topics within their direct experience (see sample blackline master in Appendix E: Observation Checklist).

Learning Log
Have the students summarize the views they discussed during the sharing session. Have the students reflect on strategies they used to express their views and how they drew on their personal experiences during the activity.

Informal Observation
Observe students as they share their views on the hobbies they would like to try. Make mental notes of the extent to which students are able to express their views on a variety of topics within their direct experience. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* b. gather opinions on a topic within their direct experience

SAMPLE TEACHING AND LEARNING ACTIVITIES

What Do You Think?
Have the students select a topic, e.g., favourite movie, television program, event, music, and develop a survey to collect their classmates' opinions. Have the students circulate throughout the classroom and conduct the survey; e.g.,

<div align="center">

(Survey)

___ / (Respondent's name: _____)

(Title of the movie: *Totoro*)

(Question: How was the movie *Totoro*?)

☐ (Fun)
☐ (Boring)
☐ (So-so)
☐ (I want to see it again.)
☐ (I want to recommend it to friends.)

___ / (Respondent's name: _____)

(Title of the movie: *Totoro*)

(Question: How was the movie *Totoro*?)

☐ (Fun)
☐ (Boring)
☐ (So-so)
☐ (I want to see it again.)
☐ (I want to recommend it to friends.)

</div>

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* b. gather opinions on a topic within their direct experience

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   gather opinions on a topic within their direct experience?

Observation Checklist
Create an outcome-based checklist and share it with the students before they create the surveys. As the students circulate, use the checklist to assess if students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* c. recognize and respect differences of opinion

SAMPLE TEACHING AND LEARNING ACTIVITIES

Video Watching
Have the students watch a Japanese video clip that includes scenes of Japanese speakers exchanging opinions; e.g., students exchanging opinions on school events or class activities. Then have the students discuss what they observed about how the people recognized and respected differences of opinion.

Useful Phrases
Have the students explore and learn phrases related to recognizing and respecting differences of opinion that will be useful during classroom discussion; e.g.,
–   __   …   (I understand __'s opinion. But ….)
–   __   (I agree with __'s opinion.)
–   (That's also a good idea.)

Divide the students into small groups and instruct them to come to an agreement on an opinion; e.g., the best movie of the year, the best kind of cell phone. Encourage students to use the earlier phrases in their discussions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   recognize and respect differences of opinion?

Learning Log
After viewing the video clips, have the students reflect on what they observed about how the people recognized and respected differences of opinion; e.g.,
–   What similar expressions might be used in English?
–   What effects did showing respect have on the other person?
–   Why is it important to respect the opinions of others?

Informal Observation
Observe students as they participate in discussions and group work. Make mental notes of the extent to which students are able to recognize and respect differences of opinion. Offer feedback, encouragement and praise as needed.

	General Outcome	**Cluster Heading**	
Applications	Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**A–6** for imaginative purposes and personal enjoyment	**20-3Y**

Strand	A–6.1 humour/fun
Specific Outcome	*Students will be able to:* a. use the language for fun and to interpret humour through a variety of activities

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comedy Videos
Show various comedy videos including Japanese movies and anime. After watching the videos, encourage the students to create their own short videos, skits or comic strips based on humorous situations.

Tongue Twisters
Have the students brainstorm tongue twisters in English or their first language. Then have the students listen to, learn and practise a few Japanese tongue twisters; e.g.,

– (Raw wheat, raw rice, raw egg)
– (The guest next door is a guest who eats a lot of persimmons)
– (Red pyjama, blue pyjama, brown pyjama)
– (I put a bamboo (stick) against the bamboo fence)
– (A melon seller came to sell melons and (I hear) the voice of the melon seller selling melons on the way home)

Have the students create their own tongue twisters in Japanese and challenge each other to say them five times fast.

Strand	A–6.1 humour/fun
Specific Outcome	*Students will be able to:* a. use the language for fun and to interpret humour through a variety of activities

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– use the language for fun and to interpret humour through a variety of activities?

Learning Log
After viewing the video clips, have the students reflect on Japanese humour and compare it to Canadian humour. Have the students focus on how language is used in a humourous way. Encourage the students to draw on their own experiences in their reflections.

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As the students practise and create their own tongue twisters, use the checklist to assess if students are able to use the language for fun and to interpret humour through a variety of activities (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** for imaginative purposes and personal enjoyment	**20-3Y**

Strand	A–6.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Traditional Haiku
Show students some examples of traditional haiku poems. Present students with photographs of a Japanese garden or nearby park and have them compose their own haiku based on the models provided.

Extension Activity: Have the students rewrite the poems using calligraphy paint and Japanese paper.

Picture Me
Have the students create a picture using words such as their name, age, favourite colour, favourite activity. Have the students use the Japanese words to create a visual image that represents them. Post the pictures in the classroom or elsewhere in the school.

Calligraphy Practice
Have the students practise calligraphy   (New Year [in hiragana])∕   (New Year [in kanji]) with large brushes to make decorations. Display the students' work in the classroom.

Strand	A–6.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use the language creatively and for aesthetic purposes?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they write their haiku. Students review their poems and use the checklist to determine if they are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Self-assessment Checklist).

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Review the finished artwork and use the checklist to assess if students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Informal Observation
Observe students as they participate in the calligraphy activity. Make mental notes of the extent to which students are able to use the language creatively and for aesthetic purposes. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** for imaginative purposes and personal enjoyment	**20-3Y**

Strand	A–6.3 personal enjoyment
Specific Outcome	*Students will be able to:* a. use the language for personal enjoyment; e.g., use the Internet to explore Japanese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Internet Exploration
Have the students choose a topic related to Japanese culture and gather information about the topic using Japanese search engines. Have the students record their findings and share the highlights with the class.

Caution: Students should be monitored when using the Internet.

Dubbing Video Clips
Have the students view video clips and select a few simple scenes that include dialogue or voice-over. Provide the students with scripts of the dialogue and have them play the scenes with no sound and voice-over the dialogue of the characters.

Extension Activity: Have the students create their own dialogue to voice over.

Music Videos and Audio Recordings
Provide Japanese music videos or audio recordings for the students to watch/listen to during unstructured classroom time. Have the students keep a record of what they have watched/listened to and discuss it with the class.

Strand	A–6.3 personal enjoyment
Specific Outcome	*Students will be able to:* a. use the language for personal enjoyment; e.g., use the Internet to explore Japanese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use the language for personal enjoyment?

Informal Observation
Observe students during the Internet search activity. Make mental notes of the extent to which they are able to use the language for personal enjoyment. Offer feedback, encouragement and praise as needed.

Learning Log
After finishing the dubbing activity, have the students reflect whether or not they used the language for personal enjoyment and explain what it was they enjoyed most about the activity.

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students at the beginning of the term. Throughout the term, students use the rating scale to assess how well they are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Language Competence

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* a. pronounce familiar words or phrases properly

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Practising Pronunciation
Choose a limited number of words or phrases from a lexical field related to a current topic or task. Provide models of the correct pronunciation and ask students to replicate the model as closely as possible. Have the students work in pairs on this task, providing feedback to one another as they practise their pronunciation.

Songs
Have the students listen to a few Japanese songs that include familiar words and sing along; e.g.,
–   (Carp banner)
–   (Head, shoulders, knees, toes)
–   (Spring has come).

Relay Race
Divide the students into a few teams and have them line up. The first person in each line goes to the front and views pictures of a few items selected from a specific lexical field. The students memorize the items, run back to their teams and whisper the names of the items to the second person in line. Each person in line passes on the information until it gets to the end. The last person in line says the items to a judge. If the items are not correct, the team must repeat the same process from the beginning. The first team to say the items correctly, wins.

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* a. pronounce familiar words or phrases properly

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– pronounce familiar words or phrases properly?

Learning Log
After participating in the activity, have the students reflect on what they learned though the activity in their learning logs and record any challenges they had.

Informal Observation
Observe students as they sing along with the songs. Make mental notes of the extent to which students are able to pronounce familiar words or phrases properly. Offer feedback, encouragement and praise as needed.

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they listen to the songs. Students use the rating scale to assess how well they are able to pronounce familiar words or phrases properly (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* b. recognize some of the effects that intonation has in different situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Practising Intonation
Have the class practise repeating sets of words where different meanings are conveyed through intonation; e.g.,

– ↗ (rising intonation at the end—an expression used to convey disagreement)
– ↘ (dropping intonation at the end—an expression used to convey understanding of new information)

– ↗ (rising intonation at the end—candy)
– ↘ (dropping intonation at the end— rain).

Have the students mimic you and discuss how the different intonations can change the meaning. Divide the students into partners and have them role-play using different intonations to affect the meaning. Consider video recording these role-plays for review by the students.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize some of the effects that intonation has in different situations?

Informal Observation
Observe students as they practise and perform their role-plays. Make mental notes of the extent to which students are able to recognize some of the effects that intonation has in different situations. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* c. recognize and pronounce kana-based (moraic) sounds consistently

SAMPLE TEACHING AND LEARNING ACTIVITIES

Karuta 1
Divide the students into groups and give each group a set of cards with one hiragana or katakana character on each card. Have the groups spread their set of cards on the table. Read out one kana and have the students grab the card that has the matching kana. The student who grabs the card first keeps the card. The student who collects the most cards wins.

Pass the Word
Review a few pairs of words with similar sounds such as - (*tatsu-tasu*), long vowels such as
 - (*kao-kaou*), - (*byouin-biyouin*) and compound sounds such as -
(*kite-kitte*) and - (*ite-itte*). Have the students practise both listening and pronouncing paired words. Then divide students into groups of five to ten and have them line up. The first student in each line goes to the teacher and listens for a word. He or she then returns to the group and says the word to the next student. Each group member tries to repeat the exact word down the line. The last member of each group goes to the teacher and reports the word he or she heard. Teams with the correct word score a point.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize and pronounce kana-based (moraic) sounds consistently?

Informal Observation
Observe students as they play the game. Make mental notes of the extent to which students are able to recognize and pronounce kana-based (moraic) sounds consistently. Offer feedback, encouragement and praise as needed.

Anecdotal Notes
Observe students as they practise the tongue twisters. Note the extent to which students are able to recognize and pronounce kana-based (moraic) sounds consistently and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* d. recognize and pronounce familiar borrowed words

SAMPLE TEACHING AND LEARNING ACTIVITIES

Borrowed Words
Discuss various Japanese words in common usage in English; e.g., judo, karate, soy, tycoon, sushi, kamikaze, futon, ninja, tsunami, rickshaw, honcho, karaoke, kimono.

Have the students pronounce the words properly and use them in a sentence.

Extension Activity: Have the students look through Japanese catalogues and flyers and identify familiar borrowed words. Have them contribute their findings to a class list of borrowed words.

Karuta 2
Divide the students into groups and give each group a set of cards with one familiar borrowed word on each card. Have the groups spread their cards on the table. Read out one kana and have the students grab the card that has the matching kana. The student who grabs the card first keeps the card. The student who collects the most cards wins.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize and pronounce familiar borrowed words?

Observation Checklist
Create an outcome-based checklist and share it with the students before they discuss borrowed words. As the students pronounce the borrowed words and look for them in catalogues and flyers, use the checklist to assess if students are able to recognize and pronounce familiar borrowed words (see sample blackline master in Appendix E: Observation Checklist).

Informal Observation
Observe students as they play the game. Make mental notes of the extent to which students are able to recognize and pronounce familiar borrowed words. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* a. read and write hiragana accurately on a consistent basis

SAMPLE TEACHING AND LEARNING ACTIVITIES

Hiragana Practice
Provide a variety of opportunities for the students to practise reading and writing hiragana accurately; e.g.,
– have students write the weather in hiragana in their notebooks before beginning class work
– call out a hiragana character and have the students write it in the air using karate motions
– have the students review hiragana stroke orders and practise writing hiragana characters using traditional Japanese brush and ink.

Write Hiragana Fast and First
Divide the students into two or three teams. Have one student from each group stand in front of the whiteboard with a marker. Call out one kana and ask the students write the hiragana on the board. The student who writes the hiragana accurately first earns one point for his or her team. The team that earns the most point wins.

Student Crosswords
Have students create their own theme-based word searches and crosswords using the hiragana system. Have the students exchange them with a partner and complete them.

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* a. read and write hiragana accurately on a consistent basis

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– read and write hiragana accurately on a consistent basis?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students and use the checklist to assess if students are able to read and write hiragana accurately on a consistent basis (see sample blackline master in Appendix E: Observation Checklist).

Informal Observation
Observe students as they play the game. Make mental notes of the extent to which students are able to write hiragana accurately on a consistent basis. Offer feedback, encouragement and praise as needed.

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they complete their partners' crosswords. Students use the checklist to determine if their peers are able to read and write hiragana accurately on a consistent basis (see sample blackline master in Appendix E: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* b. write simple sentences that incorporate hiragana and familiar katakana words

SAMPLE TEACHING AND LEARNING ACTIVITIES

My Community
Have the students label features such as buildings, parks, bridges and stations on a map of their community. Labelling should be realistic; e.g., the school is labelled:

_____ (elementary school), _____ (junior high school),
_____ (senior high school), _____ (park), _____ (department store).

Ask students to write a few sentences that incorporate hiragana and familiar katakana words to describe details of their community; e.g.,

– (The school is near the park.)
– (It's in front of the hospital.)

The 4W Activity
Based on a story recently read as a class, have the students write, in complete sentences, the answers to who, what, where and when. Have the students exchange their sentences with a partner and compare their answers.

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* b. write simple sentences that incorporate hiragana and familiar katakana words

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− write simple sentences that incorporate hiragana and familiar katakana words?

Rating Scale
Create an outcome-based rating scale and share it with the students before they write their sentences. Read the students' sentences and use the rating scale to assess how well students are able to write simple sentences that incorporate hiragana and familiar katakana words (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they read their partners' sentences. Students use the checklist to determine if their peers are able to write simple sentences that incorporate hiragana and familiar katakana words (see sample blackline master in Appendix E: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* c. recognize, read and write some simple kanji in the classroom context

SAMPLE TEACHING AND LEARNING ACTIVITIES

Timetable (   )
Have the students write out their timetables using some kanji for days of the week and numbers; e.g.,
          (1st period),   (month).

	(Mon.)	(Tues.)	(Wed.)	(Thurs.)	(Fri.)
1st period	Math	Social Studies			
2nd period	Language Arts				
Lunch break					
3rd period					
4th period					

Have the students share their timetables with the rest of the class.

Relay Race
Divide the students into several teams and have them line up several feet away from the whiteboard. Read out a kanji character. The first student from each line runs to the whiteboard and writes down the first stroke of the character. The students run back to their lines and hand over the markers. The next students in line run to the whiteboard and write down the second stroke of the character. The game continues until one team completes the character. The winning team scores one point. If a student writes an incorrect stroke, the next student must erase the incorrect stroke and write the correct one.

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* c. recognize, read and write some simple kanji in the classroom context

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− recognize, read and write some simple kanji in the classroom context?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' timetables and observe them as they share their timetables with others. Use the checklist to assess if students are able to recognize, read and write some simple kanji in the classroom context (see sample blackline master in Appendix E: Observation Checklist).

Informal Observation
Observe students as they participate in the game. Make mental notes of the extent to which students are able to recognize, read and write some simple kanji in the classroom context. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–1 attend to form	**20-3Y**

Strand	LC–1.3 lexicon

Specific Outcome	*Students will be able to:*
	a. experiment with and use vocabulary and expressions in familiar contexts, within a variety of lexical fields, including:
	  – home and community
	  – school life
	  – weather
	  – fashion and shopping
	  – vacations and travel
	  – any other lexical fields that meet their needs and interests

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorm for Personal Dictionaries
Have the students brainstorm the English words they think they will need for a particular lexical field and write them down in a personal dictionary. As they learn the corresponding Japanese words, they write them next to the English ones and note the context in which they first heard the word.

Witness
Show the students a picture of a person for 60 seconds and have them memorize what the person looks like and what he or she is wearing. After the picture is taken away, have the students write down as much about the person as possible. Have the students meet in groups to compare their descriptions.

Extension Activity: Have one student give a description of a movie star/famous person/musician. Others guess who it is.

Extension Activity: Have the students listen to a description of a lost child, draw the child's picture based on the information, then share their pictures with the rest of the class.

What's Missing?
Divide the students into pairs and give each student a picture of the same scene. Several items are missing from Person A's picture and several other different items are missing from Person B's picture. Have the students take turns asking each other questions about the missing items without showing each other their pictures. As they receive answers from their partners, students add the missing items to their pictures. At the end, have the students compare the two pictures to see if they are the same.

Strand	LC–1.3 lexicon
Specific Outcome	*Students will be able to:* a. experiment with and use vocabulary and expressions in familiar contexts, within a variety of lexical fields, including: – home and community – school life – weather – fashion and shopping – vacations and travel – any other lexical fields that meet their needs and interests

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– experiment with and use vocabulary and expressions in familiar contexts, within a variety of lexical fields?

Learning Log
Have the students set goals for their vocabulary learning in the learning logs. Have them revisit these goals periodically throughout the year.

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After they have written their descriptions, students use the checklist to determine if they are able to experiment with and use vocabulary and expressions in familiar contexts (see sample blackline master in Appendix E: Self-assessment Checklist).

Anecdotal Notes
Observe the students as they ask and answer questions about their pictures. Note and record how well they are able to experiment with and use vocabulary and expressions in familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* a. use, in modelled situations,⋆ the following grammatical elements: – N *ni narimasu* – N *ni shimasu* – person *ni agemasu/ moraimasu* – V *nai de kudasai* – potential verbs – [sentence] + *n desu* – *mou/mada* – o'clock + *goro* – counter -*fun:* for minutes – counters for dates

⋆ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Surveys
Have the students survey each other to find out about their classmates; e.g., their birthdays, ages, middle names, where they live, where they were born. After collecting several classmates' information, have the students pair up and share their information using a question-and-answer format.

Time Game
Divide the students into two or more groups. Give each group a clock with hands that can be rotated. The first student in each group holds the clock ready for the cue. Call out a time; e.g., (It's 3:30). The first student rotates the clock to match the time.

Role-play
Have the students look at a restaurant menu or vending machine and discuss what they want to eat/drink based on the provided skit format; e.g.,

A: (What will you have?)
B: _____   (I'll have a <u>hamburger</u>.)
C: _____   (I'll have a <u>cheeseburger</u>.)

Note: Underlined words can be replaced according to the menu or items in the vending machine.

Strand	LC–1.4 grammatical elements

Specific Outcome	*Students will be able to:*
	a. use, in modelled situations,★ the following grammatical elements:
	  – N *ni narimasu*
	  – N *ni shimasu*
	  – person *ni agemasu/ moraimasu*
	  – V *nai de kudasai*
	  – potential verbs
	  – [sentence] + *n desu*
	  – *mou/mada*
	  – o'clock + *goro*
	  – counter -*fun:* for minutes
	  – counters for dates

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   use, in modelled situations, the [given] grammatical elements?

Observation Checklist
Create an outcome-based checklist and share it with the students before they conduct their surveys. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Informal Observation
Observe students as they show the time stated on their clocks. Make mental notes of the extent to which students are able to use, in modelled situations, the given grammatical elements. Offer feedback, encouragement and praise as needed.

Anecdotal Notes
Observe students as they present their role-plays. Note and record how well they are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Anecdotal Notes).

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,★ the following grammatical elements: – N *wa* N$_1$ *no* N$_2$ *ni arimasu/imasu* (location) – N$_1$ *wa* N$_2$ *ga* Adj. *desu* – place *ni* N/V *ni ikimasu* (purpose) – V(dic.) *koto ga dekimasu* – *na*-Adj. + *deshita* – *na*-Adj. + *ja nakatta desu/ja arimasen deshita* – *i*-Adj. (stem) + *katta desu* – *i*-Adj. (stem) + *ku nakatta desu/ku arimasen deshita* – *i*-Adj./*na*-Adj. + N – connecting form of N, *i*-Adj. *kute/na*-Adj.-*de* – V *te kudasai* – V$_1$ *te,* V$_2$ *masu* – V *te mo ii desu ka?* – V *te wa ikemasen* – V *te imasu* – interrogative noun: *dou, dore* – interrogative noun: *donna* + N, *doushite* – counters: *-hiki, -mai, -satsu, -hon* – conjunctive particle *kara* as a reason marker – conjunctive particle *ga*: but – ending particle: *yo/ne* – particle *ga*: as a focus marker

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE TEACHING AND LEARNING ACTIVITIES

School Rules—Dos and Don'ts
Have the students brainstorm school rules and identify the ones that prohibit doing something. After students review appropriate sentence structures, e.g., V *te wa ikemasen*, and associated vocabulary, have them write their school rules to post around the school; e.g.,

–	(Smoking is not allowed.)
–	(No wearing hats in the classroom.)
–	(No eating in the classroom.)

Choose a Card
Have the students review vocabulary for daily activity and how to make V *te kudasai* from V *masu* form. Divide the students into groups and give each group a set of picture cards of daily activities. Have each group place the set of cards face down on the table. Each group member takes a turn choosing a card, showing the others in the group and saying "V *te kudasai*" based on the card.

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,★ the following grammatical elements: – N *wa* N$_1$ *no* N$_2$ *ni arimasu/imasu* (location) – N$_1$ *wa* N$_2$ *ga* Adj. *desu* – place *ni* N/V *ni ikimasu* (purpose) – V(dic.) *koto ga dekimasu* – *na*-Adj. + *deshita* – *na*-Adj. + *ja nakatta desu/ja arimasen deshita* – *i*-Adj. (stem) + *katta desu* – *i*-Adj. (stem) + *ku nakatta desu/ku arimasen deshita* – *i*-Adj./*na*-Adj. + N – connecting form of N, *i*-Adj. *kute/na*-Adj.-*de* – V *te kudasai* – V$_1$ *te,* V$_2$ *masu* – V *te mo ii desu ka?* – V *te wa ikemasen* – V *te imasu* – interrogative noun: *dou, dore* – interrogative noun: *donna* + N, *doushite* – counters: *-hiki, -mai, -satsu, -hon* – conjunctive particle *kara* as a reason marker – conjunctive particle *ga*: but – ending particle: *yo/ne* – particle *ga*: as a focus marker

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   use, in structured situations, the [given] grammatical elements?

Rubric
Collaboratively create an outcome-based rubric with the students for writing accurate sentences using the sentence structure "V *te wa ikemasen.*" Use the rubric to evaluate how well students are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). This rubric will likely include other outcomes as well.

Informal Observation
Observe students as they use the V *te kudasai* form in the game. Make mental notes of the extent to which students are able to use, in the context of the game, the given grammatical element. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,★ the following grammatical elements:

- N *ga dekimasu*
- N *deshita*
- N *wa* place *ni arimasu/ imasu*
- *i*-Adj. (stem) + *ku nai desu/ku nakatta desu*
- *na*-Adj. + *desu*
- *na*-Adj. + *ja nai desu/ja arimasen*
- V *masu* form
- V *mashita/masen deshita*
- V *mashou*
- V *masen ka?*
- V *tai desu*
- interrogative nouns: *doko/itsu*
- interrogative noun: *ikura*
- demonstratives: *kono, sono, ano, koko, soko, asoko*
- numbers: 100–10 000
- counters for things: *hitotsu, futatsu, mittsu ...*
- counters for people: *hitori, futari, san nin ...*

- conjunctions: *soshite/ sorekara, demo*
- particle *de* (tool/language)
- particle *ni*: time *ni*
- particle *to*: as a partner indicator
- particle *kara*: from
- particle *made*: until
- particle *ni*: destination *ni ikimasu/kimasu*

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Diary Entry
Have the students write a simple diary entry of what they did on the weekend or during a holiday. These diary entries can be shared with the class or with a partner.

Weekend Activity Skits
Divide the students into pairs to develop an e-mail exchange between a Japanese student and his or her classmate making arrangements for a weekend activity. The conversation should include deciding the meeting time and place and making suggestions for what to do; e.g.,

A: B   (B san, are you busy on Sunday?)

B: (No, why is that?)

A: (Would you like to go shopping together?)

B: (Sounds good. I'm free in the morning and throughout the day.)

A: 12   (The morning is not good. Why don't we make it at 12:00?)

B: (That's fine.)

A: 12   B   (Then, I'll come to your place at 12 o'clock.)

B: (All, right. See you on Sunday.)

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,★ the following grammatical elements:

– N *ga dekimasu* – N *deshita* – N *wa* place *ni arimasu/ imasu* – *i*-Adj. (stem) + *ku nai desu/ku nakatta desu* – *na*-Adj. + *desu* – *na*-Adj. + *ja nai desu/ja arimasen* – V *masu* form – V *mashita/masen deshita* – V *mashou* – V *masen ka?* – V *tai desu* – interrogative nouns: *doko/itsu* – interrogative noun: *ikura* – demonstratives: *kono, sono, ano, koko, soko, asoko* – numbers: 100–10 000 – counters for things: *hitotsu, futatsu, mittsu ...* – counters for people: *hitori, futari, san nin ...*	– conjunctions: *soshite/ sorekara, demo* – particle *de* (tool/language) – particle *ni*: time *ni* – particle *to*: as a partner indicator – particle *kara*: from – particle *made*: until – particle *ni*: destination *ni ikimasu/kimasu*

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   use, independently and consistently, the [given] grammatical elements?

Rubric
Collaboratively create an outcome-based rubric with the students for assessing their diary entries and other writing assignments. Use the rubric to evaluate how well students are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). This criterion will be included in a rubric that will likely include other outcomes as well.

Observation Checklist
Create an outcome-based checklist and share it with the students before they develop the skits. Watch the students' performances and use the checklist to assess if students are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–2 interpret texts	**20-3Y**

Strand	LC–2.1 listening
Specific Outcome	*Students will be able to:* a. understand short oral texts on familiar topics in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comprehension of Oral Text
Have the students listen to a short, oral text, such as a Japanese youth discussing his or her fashion preferences. After listening to the text, discuss the main ideas with the students and provide students with short comprehension questions to answer in Japanese.

Weather Report
Have the students listen to a simple weather report and fill in a chart; e.g.,

	(Weather)	(Temperature)
(Edmonton)		
(Red Deer)		
(Calgary)		
(Medicine Hat)		
(Lethbridge)		

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− understand short oral texts on familiar topics in guided situations?

Learning Log
After activity is completed, have the students reflect on the strategies they used to understand the oral text. Encourage the students to record specific information that will help them understand oral texts in the future.

Informal Observation
Observe students as they listen to the report and write notes in their charts. Make mental notes of the extent to which students are able to understand short oral texts on familiar topics in guided situations. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–2 interpret texts	**20-3Y**

Strand	LC–2.2 reading
Specific Outcome	*Students will be able to:* a. understand short, simple written texts on familiar topics in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Internet Sites for Kids
Have the students read selected content from Japanese Web sites for children and record key points to discuss with the class.

Caution: Students should be monitored when using the Internet.

Creating Questions
After reading a short passage, have each student write three questions about it. Divide the students into pairs and have them ask their partners the three questions and discuss their answers.

Unscrambling Sentences
Cut a passage into single sentence strips (or words from a sentence). Scramble them. Have the students put them in correct order and check their answers.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   understand short, simple written texts on familiar topics in guided situations?

Learning Log
Have the students reflect on the strategies they used to understand the text. Encourage the students to record specific information that will help them understand written texts in the future.

Anecdotal Notes
Observe students as they ask each other and discuss their questions. Note and record how well they are able to understand short, simple written texts on familiar topics in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After they have checked their answers, students use the checklist to determine if they are able to understand short, simple written texts on familiar topics in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–2** interpret texts	**20-3Y**

Strand	LC–2.3 viewing and nonverbal interpretation
Specific Outcome	*Students will be able to:* a. derive meaning from the visual and other elements of a variety of media in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Weather Reports
Provide the students with samples of Japanese weather reports in a graphic format. Divide the students into pairs and have them produce a Japanese weather report based on the information and add some comments. Have the students then present their weather reports to the class.

Signs and Symbols from Japan
Provide the students with several signs or symbols that are commonly used in Japan. Divide the students into groups and have them discuss what these signs or symbols mean. Have them research to check their answers and write the meanings in Japanese below each sign or symbol.

Ordering the Events
Cut up a Japanese comic strip and mix up the order of the scenes. Have the students rearrange the scenes to put them back in the correct order of events; e.g., people running a race at the starting line, during the race, at the finish line.

Strand	LC–2.3 viewing and nonverbal interpretation
Specific Outcome	*Students will be able to:* a. derive meaning from the visual and other elements of a variety of media in guided and unguided situations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   derive meaning from the visual and other elements of a variety of media in guided and unguided situations?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' weather reports and use the checklist to assess if students are able to derive meaning from the visual and other elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

Learning Log
Have the students reflect on what they have learned about strategies for interpreting signs and symbols in their learning logs. Also have the students reflect on challenges they encountered.

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After they have checked their answers, students use the checklist to determine if they are able to derive meaning from the visual and other elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–3** produce texts	**20-3Y**

Strand	LC–3.1 speaking
Specific Outcome	*Students will be able to:* a. produce short, simple oral texts on familiar topics in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Audio Letter

Have the students create an audio letter for a Japanese pen pal in which they describe their family and friends. Have students play their recordings to other students in a group.

Television News Report

Divide the students into groups and have them choose or create a news story that is relevant to them. Have the students research the story and produce a script. Have each group decide who will be a videographer, who will be the reporter, who will be interviewed and who will be the director. Have the students produce a video and show it to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– produce short, simple oral texts on familiar topics in guided situations?

Rubric

Collaboratively create an outcome-based rubric with the students for assessing oral texts. Listen to the recordings and use the rubric to evaluate how well students are able to produce short, simple oral texts on familiar topics in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). The rubric will likely also address other outcomes.

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students for assessing the video presentations. After they present their videos, students use the checklist to determine if their peers are able to produce short, simple oral texts on familiar topics in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–3 produce texts	**20-3Y**

Strand	LC–3.2 writing
Specific Outcome	*Students will be able to:* a. produce short, simple written texts on familiar topics in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Store Advertisement
Review Japanese print advertisements. Have the students note how written text is used in the advertisements, then create their own advertisements for a fictional or real Japanese product, using appropriate written text. Have the students present their advertisement to their classmates.

E-mail/Pen Pal Letters
Review the conventions used when formatting e-mail letters and print letters. With assistance, have each student develop a short, simple self-introduction letter to be sent to his or her pen pal or e-pal in a school in Japan or another Japanese class. Encourage the students to continue communicating with their pen pals or e-pals throughout the year.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– produce short, simple written texts on familiar topics in guided situations?

Rubric
Collaboratively create an outcome-based rubric with the students for assessing advertisements. Review the students' finished advertisements and use the rubric to evaluate how well students are able to produce short, simple written texts on familiar topics in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). The rubric will likely address other outcomes as well.

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the letters. Review the students' letters and use the checklist to assess if students are able to produce short, simple written texts on familiar topics in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–3** produce texts	**20-3Y**

Strand	LC–3.3 representing
Specific Outcome	*Students will be able to:* a. express meaning through the use of visual and other elements in a variety of media, in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Digital Slide Show Presentation
Have the students create a digital slide show to advertise their school to prospective Japanese exchange students. Have the students use a digital camera to take pictures of the school and explain the images either in writing or orally.

Story Illustration
Have the students create pictures for a well-known fairytale or folk tale. Have them draw pictures and write a description on the back of each picture; e.g.,

(This is Goldilocks. This is the bears' house.). Have students then present their pictures to the rest of the class. Consider video recording these presentations or creating a class Web site that includes the artwork.

Extension Activity: Have the students use animation software to create simple animated illustrations for the story.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- express meaning through the use of visual and other elements in a variety of media, in guided and unguided situations?

Rubric
Collaboratively create an outcome-based rubric with the students for assessing the slideshows. View the students' presentations and use the rubric to evaluate how well students are able to express meaning through the use of visual and other elements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist.

Rating Scale
Create an outcome-based rating scale and share it with the students before they begin the activity. Review the students' illustrations (or animations) and use the rating scale to assess how well students are able to express meaning through the use of visual and other elements (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–4** interact	**20-3Y**

Strand	LC–4.1 interactive fluency
Specific Outcome	*Students will be able to:* a. engage in simple interactions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Questions with a Partner
Prepare two separate sets of questions that follow the flow of a normal conversation. Divide the students into pairs and give each student one set of questions. The first student asks his or her partner the first question on the list. The partner answers the question, and then it is his or her turn to ask a question. The students continue asking and answering each other's questions.

Interactive Expressions
Review expressions used in Japanese when interacting with another person; e.g.,   (Excuse me)—before starting questioning,   (Ahh)—conversation filler,   /   (Thank you)—when finished. Then set up speed conversation stations. Have students meet at the stations and initiate a conversation on a topic; e.g., hobbies. After 90 seconds, have students go to a different station and start a new conversation on a different topic. Encourage students to use the interactive expressions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− engage in simple interactions?

Informal Observation
Circulate during the question and answer activity and observe students as they participate. Make mental notes of the extent to which students are able to engage in simple interactions. Offer feedback, encouragement and praise as needed.

Anecdotal Notes
Observe students as they interview one another using the proper expressions for asking questions. Note and record how well they are able to engage in simple interactions (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–5 apply knowledge of the sociolinguistic/ sociocultural context	**20-3Y**

Strand	LC–5.1 register
Specific Outcome	*Students will be able to:* a. recognize formal and informal language in familiar situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Japanese Drama
Explain briefly the difference between   /   (polite) forms and dictionary/plain forms and how they are used in formal and informal situations. Have the students view a few scenes from a Japanese video and decide if the language is formal or informal. Have the students share their findings in groups.

Guest Speakers
When guest speakers visit the class, have the students use the appropriate, polite way of thanking a person: (Thank you) as opposed to   (Thanks). Review other vocabulary and phrases appropriate for formal situations.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize formal and informal language in familiar situations?

Learning Log
After viewing the video clip and classroom discussion, have the students note in their learning logs examples of formal and informal speech. Encourage students to set goals for using some of these examples in the future.

Informal Observation
Observe students as they interact with the guest. Make mental notes of the extent to which students are able to recognize formal and informal language in familiar situations. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**20-3Y**

Strand	LC–5.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. use learned idiomatic expressions to enhance communication

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play with Idioms

Review idiomatic expressions for daily use and their meanings. Have the students observe the teacher and a student perform skits using simple idiomatic expressions. Next, divide the students into pairs to practise performing the skits; e.g.,

General
–   (I'd appreciate it—after asking someone to do something)
–   (I'd greatly appreciate—after asking someone to do something)
–   (I'm sorry, Excuse me, Thank you)
–   (Excuse me, Goodbye [to someone of higher status])

At home
–   (A set expression: Goodbye. /I'm going but I'll be back later.)
–   (A set expression: Goodbye. /I'll see you when you get back.)
–   (A set expression: I'm home.)
–   (A set expression: You're back.)
–   (A set expression said before eating)
–   (A set expression said after eating)
–   (Good night.)

At the store
–   (Welcome—at a store/restaurant)
–   (Please wait a moment)
–   (Thank you)

Strand	LC–5.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. use learned idiomatic expressions to enhance communication

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   use learned idiomatic expressions to enhance communication?

Learning Log
In their learning logs, have the students reflect on what they learned about idiomatic expressions and how they can enhance communication. Have them choose a favourite idiom and describe how they would use it in conversation.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–5 apply knowledge of the sociolinguistic/ sociocultural context	**20-3Y**

Strand	LC–5.3 variations in language
Specific Outcome	*Students will be able to:* a. experience variations in speech; e.g., age, gender

SAMPLE TEACHING AND LEARNING ACTIVITIES

Simple Japanese Anime
Play a Japanese video clip with audio only for students to listen to. Instruct the students to identify the characters' age group, gender and other characteristics. Then have the students view the same video clip to determine if their guesses were correct. Discuss with students the variations in speech.

Think–Pair–Share
Show an anime in which different characters speak. Students make observations about speech variations in the anime and use the think–pair–share strategy to gather information. Students record their own observations, then share those observations with a partner. They make additions or adjustments to their own observations then, as a pair, share some of their observations with the class in a whole-group discussion.

Audio Recordings
Listen as a class to a radio broadcast or announcement in Japanese and have the students discuss the different types of accents they heard and how much they understood. Discuss strategies for understanding people with different accents.

Extension Activity: Have students listen to two different audio recordings of the same story read by two different readers. Have the students compare the two readings using a Venn diagram.

Strand	LC–5.3 variations in language
Specific Outcome	*Students will be able to:* a. experience variations in speech; e.g., age, gender

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   experience variations in speech?

Learning Log
Have the students relect on the variations in speech experienced and describe strategies they used for understanding different accents and ways of speaking.

Anecdotal Notes
Observe students as they view the video and share their observations with the class. Note and record how well they are able to experience variations in speech (see sample blackline master in Appendix E: Anecdotal Notes).

Informal Observation
Observe students as they listen to a variety of voices, then discuss them as a class. Make mental notes of the extent to which students are able to experience variations in speech. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**20-3Y**

Strand	LC–5.4 social conventions
Specific Outcome	*Students will be able to:* a. recognize behaviours that are considered impolite

SAMPLE TEACHING AND LEARNING ACTIVITIES

Direct Negative Responses

Discuss that giving direct negative responses, such as   (dislike),   (hate),   (yucky),   (no good) and   (unskilled, poor), can be impolite, depending on the context; e.g.,

−   to say he/she dislikes the food that was offered
−   to say someone's work is bad
−   to say the food he/she was offered tastes bad.

Have the students explore and recognize appropriate and inappropriate expressions for responding in those situations.

Extension Activity: Video record the students as they complete group work and review as a class any impolite behaviours used.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   recognize behaviours that are considered impolite?

Learning Log

After participating in the activity, have the students summarize their learning in their learning logs, providing information about how to recognize behaviours that are considered impolite. Have the students reflect on their previous knowledge and past experiences when reflecting on what they learned.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**20-3Y**

Strand	LC–5.4 social conventions
Specific Outcome	*Students will be able to:* b. recognize simple, important social conventions in informal and formal interactions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Formal and Informal Address
Locate and present to students clips from Japanese movies where the characters address one another in formal and informal situations. Have the students view the clips and take notes. Replay the clips, if necessary. With a partner, have the students discuss their findings and compile their observations in a chart. Emphasize that verbal and nonverbal communication should be noted.

Extension Activity: Have the students observe and take notes on informal and formal speech patterns used between teachers and students or   (senior/older student) and   (junior/younger student).

Relationship Reflection
In any role-play situation, have students think about their relationship with the other person/people and show that relationship through actions like bowing (head nod or deep bow).

In a whole-group discussion, have students reflect on how they represent various relationships in their lives through actions. Have students create a visual and/or written chart, comparing social conventions for relationships in their own culture with those in Japanese culture.

Strand	LC–5.4 social conventions
Specific Outcome	*Students will be able to:* b. recognize simple, important social conventions in informal and formal interactions

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
-   recognize simple, important social conventions in informal and formal interactions?

Informal Observation
Observe students as they discuss the different forms of address. Make mental notes of the extent to which students are able to recognize simple, important social conventions in informal and formal interactions. Offer feedback, encouragement and praise as needed.

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' charts and use the checklist to assess if students are able to recognize simple, important social conventions in informal and formal interactions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**20-3Y**

Strand	LC–5.5 nonverbal communication
Specific Outcome	*Students will be able to:* a. recognize that some nonverbal behaviours may be inappropriate in certain contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Inappropriate Nonverbal Behaviours
Have the students brainstorm what are considered inappropriate nonverbal behaviours in Canadian culture and compile a list. Then have the students ask a Japanese person from their community which behaviours are also considered inappropriate in Japan. Have the students ask for further examples of inappropriate nonverbal behaviours.

Encourage the students to continue their research with Japanese people from a variety of age groups, gender and social status groups. Have the students discuss their findings as a class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize that some nonverbal behaviours may be inappropriate in certain contexts?

Learning Log
Have the students reflect on what they learned about inappropriate nonverbal behaviours in their learning logs, noting specific examples. Encourage the students to add anecdotes from their own experiences with inappropriate nonverbal behaviours.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**20-3Y**

Strand	LC–5.5 nonverbal communication
Specific Outcome	*Students will be able to:* b. recognize and use appropriate nonverbal behaviours in familiar contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play
Provide students with familiar scenarios or contexts; e.g., visiting a Japanese family at home, introducing oneself at school. Have the students role-play the situation in Japanese, using appropriate nonverbal behaviours.

Group Work
Discuss with the class examples of appropriate nonverbal behaviours in familiar contexts. Then divide the class into groups and instruct them to create a brief video on how to use appropriate nonverbal behaviours, with each group using a different familiar context; e.g., school, home, fast-food restaurant. Groups must plan out, record and then present their videos to the class.

Extension Activity: Have the students brainstorm a list of nonverbal behaviours, then act them out using puppets.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   recognize and use appropriate nonverbal behaviours in familiar contexts?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the role-play activity. Observe the role-plays and use the checklist to assess if students are able to recognize and use appropriate nonverbal behaviours in familiar contexts (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they view the group work video. Students use the rating scale to assess how well they are able to recognize and use appropriate nonverbal behaviours (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**20-3Y**

Strand	LC–6.1 cohesion/coherence
Specific Outcome	*Students will be able to:* a. sequence elements of a simple story, process or series of events

SAMPLE TEACHING AND LEARNING ACTIVITIES

Puppet Show
Have the students create a puppet show based on a daily routine. Have the students narrate the story as they perform the puppet show, focusing on using vocabulary associated with sequence.

Extension Activity: Give students a simple story that has been cut up into separate sentences. Have the students put the story in order and perform it with the puppets.

Steps in a Process
Provide the students with a set of sequential picture cards showing how to make something; e.g., step-by-step preparation of instant noodle soup. Review the vocabulary associated with each card. Next, have students mix up the order of their picture cards. While listening to the teacher's instructions, students organize the picture cards into the appropriate order. Have the students check their work by describing their card order. Expressions to use could include   (to begin),   (next),   (after that),   (and),   (last).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− sequence elements of a simple story, process or series of events?

Anecdotal Notes
Observe students as they perform their puppet shows. Note and record how well they are able to sequence elements of a simple story or series of events (see sample blackline master in Appendix E: Anecdotal Notes).

Informal Observation
Observe students as they order the cards and describe their order. Make mental notes of the extent to which students are able to sequence elements of a simple process. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**20-3Y**

Strand	LC–6.1 cohesion/coherence
Specific Outcome	*Students will be able to:* b. use common conventions to structure simple texts; e.g., titles, paragraphs

SAMPLE TEACHING AND LEARNING ACTIVITIES

Japanese Addresses
Review how to write a Japanese address for a postcard. Have the students write and address a Japanese postcard based on a model, then note the similarities and differences between Japanese and Canadian postcards and addresses. Have the students record the Japanese postcard and address conventions in their learning logs.

New Year's Card
Have the students create a Japanese New Year's card based on a model. Have the students record the Japanese New Year's card text conventions in their learning logs.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use common conventions to structure simple texts?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they create the postcards. Review the students' postcards and use the checklist to assess if students are able to use common conventions to structure the simple text (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Checklist and Comments
Create an outcome-based checklist and share it with the students before they create the cards. Review the students' cards and use the checklist to assess if students are able to use common conventions to structure the simple text (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** LC–6 apply knowledge of how discourse is organized, structured and sequenced	**20-3Y**

Strand	LC–6.2 text forms
Specific Outcome	*Students will be able to:* a. recognize a variety of oral and print text forms; e.g., invitations, messages

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listening to Messages
Have the students listen to various answering machine messages and guess what type of a message it is; e.g., invitation, reminder from the dentist's office, message from a friend.

Show and Tell
Have a show-and-tell session where you show a text and ask the students to guess where one would find such text. Some examples include menus, business cards, speeches, advertisements, traffic signs and New Year's cards.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize a variety of oral and print text forms?

Informal Observation
Observe students as they listen to and identify the messages. Make mental notes of the extent to which students are able to recognize a variety of oral text forms. Offer feedback, encouragement and praise as needed.

Informal Observation
Observe students as they look at and identify the messages. Make mental notes of the extent to which students are able to recognize a variety of print text forms. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**20-3Y**

Strand	LC–6.2 text forms
Specific Outcome	*Students will be able to:* b. use some simple text forms in their own productions; e.g., e-mail messages, surveys, posters

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class E-mail
Discuss the use of e-mail and how e-mails are formatted and written. Have the students take a look at some Japanese Web sites introducing appropriate e-mail etiquette; e.g., the use of emoticons. Have the students write brief e-mails and send them to one another and to you. Ensure everyone in the class sends and receives an e-mail.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use some simple text forms in their own productions?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Monitor the writing and sending of e-mails and use the checklist to assess if students are able to use the simple text form in their own productions (see sample blackline master in Appendix E: Observation Checklist).

Strand	LC–6.3 patterns of social interaction
Specific Outcome	*Students will be able to:* a. use simple conventions to open and close conversations and to manage turn taking

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Opening and Closing Conversations

Teach students simple opening and closing statements. Have the students practise a role-play in which they use the phrases to open and close simple conversations; e.g.,

Opening

– (Excuse me.)
– (Hello.)
– (Have you got a moment?)
– (Have you got a moment? [informal])

Closing

– (Thank you very much.)
– (Excuse me./Pardon me.)
– (You must be tired. [set expression used at the end of work])
– (Anything you could do for me would be very much appreciated./ Thank you for your continued help. [set expression])
– (See you tomorrow.)
– (See you tomorrow. [informal])

Who's Turn?

Review the expressions used for managing turn taking. Encourage the students to use these expressions when playing games or doing activities; e.g.,

– (Who's turn is it next?)
– ____ (It's ____'s turn.)
– → / (Who's next? → It's my turn.)
– (Who goes first?)

Strand	LC–6.3 patterns of social interaction
Specific Outcome	*Students will be able to:* a. use simple conventions to open and close conversations and to manage turn taking

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   use simple conventions to open and close conversations and to manage turn taking?

Observation Checklist
Create an outcome-based checklist and share it with the students before they perform the role-plays. Observe the role-play performances and use the checklist to assess if students are able to use simple conventions to open and close conversations (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes
Observe students as they play a game or do an activity. Note and record how well they are able to use simple conventions to manage turn taking (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**20-3Y**

Strand	LC–6.3 patterns of social interaction
Specific Outcome	*Students will be able to:* b. initiate interactions, and respond using some social interaction patterns; e.g., statement/reaction

SAMPLE TEACHING AND LEARNING ACTIVITIES

Appropriate Responses
Provide the students with verbal and nonverbal expressions appropriate for responding to news that is emotional; e.g., surprising, sad, exciting. If possible, have the students view a Japanese video and identify these responses. Have the students practise role-playing using these responses in various situations; e.g.,

Hearing surprising news
–   (What? Is it true?)
–   (You can't be serious! [informal])
–   (No way! [informal])

Hearing sad news
–   (That's terrible.)
–   (That's too bad.)

Hearing exciting news
–   (Congratulations!)
–   (Glad to hear that.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   initiate interactions, and respond using some social interaction patterns?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the role-play activity. Observe the students as they model the responses in their role-plays and use the checklist to assess if students are able to respond using some social interaction patterns (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**GC–1** historical and contemporary elements of Japanese culture	**20-3Y**

Strand	GC–1.1 accessing/analyzing cultural knowledge
Specific Outcome	*Students will be able to:* a. seek out information about Japanese culture from authentic sources

SAMPLE TEACHING AND LEARNING ACTIVITIES

Internet Search

Have each student select one facet of Japanese culture to explore via the Internet. Only Web sites that end in .jp may be accessed for information.

Have the students input text from the Japanese Web sites into an online translation engine or use an online dictionary, e.g., http://etext.lib.virginia.edu/wwwjdic/, to translate what they don't understand.

Have each student select his or her best Web site to show to the class and explain its contents in English.

Caution: Students should be monitored when using the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− seek out information about Japanese culture from authentic sources?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. After they have completed their searches and presentations, students use the rating scale to assess how well they are able to seek out information about Japanese culture from authentic sources (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**20-3Y**

Strand	GC–1.1 accessing/analyzing cultural knowledge
Specific Outcome	*Students will be able to:* b. compare and make connections between some elements of Japanese culture and their own culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Folk Tale Comparison

Have the students read a Japanese folk tale and a folk tale from their own culture; e.g., "Momotaro" and "The Man Who Sang to Ghosts." Then have them fill out a chart with similar aspects of the two stories. Decide which aspects the students should focus on; e.g., character, plot, setting, words.

Japanese/Canadian Gestures

Brainstorm with the students examples of polite body language/hand gestures used in North America. Compile a list on the board, along with the meaning of each gesture. Then present examples of Japanese body language/hand gestures and have students try to guess their meanings; e.g.,

- thumb up = boyfriend/man
- pinkie finger only pointing up = girlfriend/woman
- OK sign = money
- pointing to nose = yourself
- victory sign = peace
- linking pinkie fingers = making a promise
- hand raised above head, palm facing down and waving palm up and down = come over here
- index fingers tapping one another like sword fighting = two people not on good terms/fighting
- hand held vertically and extended in front with slight chopping action = Excuse me, I'm coming through
- making a fist and tapping one's chest once = I'm confident/I can do it/ Let me do it
- waving one's hand right to left with thumb toward one's face = Humbly refusing direct compliments.

Discuss with the students what body language is the same or similar in both cultures.

Strand	GC–1.1 accessing/analyzing cultural knowledge
Specific Outcome	*Students will be able to:* b. compare and make connections between some elements of Japanese culture and their own culture

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   compare and make connections between some elements of Japanese culture and their own culture?

Learning Log
Have the students respond to their comparison of Japanese and their own traditional stories in their learning logs. Encourage the students to make connections between their learning and previous experiences and learning.

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As the class discusses the similarities between Japanese and Canadian gestures, use the checklist to assess if students are able to compare and make connections between some elements of Japanese culture and their own culture (see sample blackline master in Appendix E: Observation Checklist).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**GC–1** historical and contemporary elements of Japanese culture	**20-3Y**

Strand	GC–1.2 knowledge of Japanese culture
Specific Outcome	*Students will be able to:* a. participate in a variety of activities and experiences that reflect elements of Japanese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guest Speakers
Invite Japanese speakers/performers to school to introduce students to facets of Japanese culture. Arrange the presentations so that students have the opportunity to participate in and practise the cultural activity; e.g.,

– sushi chef
– karate instructor
– taiko performer.

Field Trip
Arrange for a field trip to the Japanese Heritage Language School, Heritage Centre, consulate, restaurant, store or festival. Prior to the field trip, have students create a list of possible phrases that they might hear. Have the students check off the phrases that they heard on the trip.

After the field trip, have students create a pamphlet for the place visited, using details they remembered or recorded.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– participate in a variety of activities and experiences that reflect elements of Japanese culture?

Anecdotal Notes
Observe students as they listen to the guest speaker and participate in the cultural activity. Note and record how well they are able to participate in a variety of activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Anecdotal Notes).

Anecdotal Notes
Observe students as they participate in the field trip. Note and record how well they are able to participate in a variety of activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**20-3Y**

Strand	GC–1.2 knowledge of Japanese culture
Specific Outcome	*Students will be able to:* b. identify some things they have in common with Japanese people their own age

SAMPLE TEACHING AND LEARNING ACTIVITIES

Videos
Have students view a video on Japanese home or school life. Then have them write a list of the things that they have in common with Japanese children their own age. Have students categorize the items on the lists; e.g., school supplies, clothing, routine. Facilitate a whole-group discussion in which the categorized lists are compared.

Deai and Comics
Have the students view *Deai* materials on school and home life. Then have students create simple comics that reflect particular Canadian and Japanese school or home life situations. The comics should emphasize similarities between Japanese and Canadian youth and can be displayed in the classroom.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify some things they have in common with Japanese people their own age?

Observation Checklist
Create an outcome-based checklist and share it with the students before they view the video. As the students discuss the similarities, use the checklist to assess if students are able to identify some things they have in common with Japanese people their own age (see sample blackline master in Appendix E: Observation Checklist).

Checklist and Comments
Create an outcome-based checklist and share it with the students before they create the comics. Review the students' comics and use the checklist to assess if students are able to identify some things they have in common with Japanese people their own age (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**20-3Y**

Strand	GC–1.2 knowledge of Japanese culture
Specific Outcome	*Students will be able to:* c. explore some elements of Japanese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Day in the Life of …
Assign students a specific part of the daily routine of a:

– Japanese elementary student
– Sumo wrestler
– Japanese Olympic athlete.

"*Maru/Batsu*"
Maru is represented with an "O" and means "true." *Batsu* is represented with an "X" and means "false." Draw a big "X" on the right side of the blackboard and an "O" on the left side. Read out a statement about Japan and ask the students who think it is true to move to the "O" side of the room. The students who think it is false move to the "X" side of the room. The students who guess incorrectly must sit down. The game continues until there are only a few students left. Some sample statements include:

– The capital of Japan is Tokyo.　(T)
– Sushi is a type of chocolate bar. (F)
– Japan has a king and a queen. (F)
– Japan is a group of islands　(T)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– explore some elements of Japanese culture?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' drawings and use the checklist to assess if students are able to explore some elements of Japanese culture (see sample blackline master in Appendix E: Observation Checklist).

Informal Observation
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to explore some elements of Japanese culture. Offer feedback, encouragement and praise as needed.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**20-3Y**

Strand	GC–1.3 applying cultural knowledge
Specific Outcome	*Students will be able to:* a. identify commonalities and differences between Japanese culture and their own, and apply knowledge of Japanese culture to interpret these similarities and differences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Finish the Sentence
Prepare a list of unfinished sentences on a particular topic that students complete with a partner; e.g.,

Topic: School Life	Canada	Japan
School begins in …		
Students wear …		
Summer vacation lasts for …		
At the beginning of each class, the students …		
Classrooms are cleaned by…		
After school most students…		

Other topics could include holidays, transportation, money, shopping and gift-giving.

After completing their sentences, guide students as they use their knowledge of Japanese culture to determine why the Japanese do certain things differently.

Extension Activity: Have the students use a Venn diagram to illustrate the differences and similarities between Japanese and their own culture.

Strand	GC–1.3 applying cultural knowledge
Specific Outcome	*Students will be able to:* a. identify commonalities and differences between Japanese culture and their own, and apply knowledge of Japanese culture to interpret these similarities and differences

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- identify commonalities and differences between Japanese culture and their own, and apply knowledge of Japanese culture to interpret these similarities and differences?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' completed sentences and use the checklist to assess if students are able to identify commonalities and differences between Japanese culture and their own, and apply knowledge of Japanese culture to interpret these similarities and differences (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**20-3Y**

Strand	GC–1.4 diversity within Japanese culture
Specific Outcome	*Students will be able to:* a. identify similarities and differences among diverse groups within the culture, and apply knowledge of Japanese culture to interpret these similarities and differences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Differences in Traditional Dress
Have students research how traditional clothing varies depending on heritage, situation and/or geographical location. Instruct students to find examples of the following:

− Japanese traditional kimonos
− Ryukyu traditional kimonos
− Korean traditional dress in Japan
− Ainu traditional dress.

Have students identify the differences in dress among the above groups and explore the reasons for those differences.

Diverse Groups
Have students brainstorm different ways that groups of people can be classified; e.g.,

− cultural
− generational
− regional.

Have the students classify diverse groups in Canada first. Then, once familiar with the process, they classify diverse Japanese groups. Have students make a chart or poster identifying these groups and the similarities and differences among them. Guide students through the reasons behind the cultural differences among the different groups of people. Observations should contain some application of knowledge of Japanese culture.

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Strand	GC–1.4 diversity within Japanese culture
Specific Outcome	*Students will be able to:* a. identify similarities and differences among diverse groups within the culture, and apply knowledge of Japanese culture to interpret these similarities and differences

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   identify similarities and differences among diverse groups within the culture, and apply knowledge of Japanese culture to interpret these similarities and differences?

Anecdotal Notes
Observe students as they discuss the diversity of Japanese traditions. Note and record how well they are able to identify similarities and differences among diverse groups within the culture, and apply knowledge of Japanese culture to interpret these similarities and differences (see sample blackline master in Appendix E: Anecdotal Notes).

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' posters and use the checklist to assess if students are able to identify similarities and differences among diverse groups within the culture, and apply knowledge of Japanese culture to interpret these similarities and differences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**GC–1** historical and contemporary elements of Japanese culture	**20-3Y**

Strand	GC–1.5 valuing Japanese culture
Specific Outcome	*Students will be able to:* a. participate in a variety of cultural activities and experiences, and share their feelings about those activities and experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Culture Festival

Organize a day in which students can participate in different aspects of culture; e.g., wearing traditional Japanese clothing, playing Japanese games, listening to Japanese pop music, making crafts/artwork, preparing and eating food, other activities that reflect the culture of Japan. Include other classes in this festival; e.g., physical education, art, music. Afterward, divide the students into groups and have them share their feelings about the experience.

Extension Activity: In larger cities, it may be possible to plan a field trip to attend local Japanese cultural activities and festivals. Alternatively, the class could create a Japanese meal, such as *sukiyaki*, *okonomiyaki* or *yakisoba*, or order in a *bentoo* box from a local Japanese restaurant.

1000 Cranes

Teach students about the traditional Japanese belief that a person who folds 1000 cranes will be granted a wish. Give students square pieces of paper and show them how to fold paper cranes. (Look for folding instructions online; e.g., http://www.pro.or.jp/~fuji/origami/howto/tsuru-eng.html.) Display the cranes in the classroom. Afterward, divide the students into groups and have them share their feelings about the activity.

Caution: Students should be monitored when using the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− participate in a variety of cultural activities and experiences, and share their feelings about those activities and experiences?

Learning Log

After the culture day, have the students reflect on the clothing, games, music, crafts/artwork, food and other activities they experienced in their learning logs. What did they find most interesting? What would they like to learn more about?

Learning Log

After the crane activity, have the students reflect on the experience in their learning logs. What did they find most interesting? What would they like to learn more about?

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Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**20-3Y**

Strand	GC–1.5 valuing Japanese culture
Specific Outcome	*Students will be able to:* b. identify similarities between themselves and Japanese people

SAMPLE TEACHING AND LEARNING ACTIVITIES

Two Holidays
Have the students use Venn diagrams to contrast and compare the way two important events are celebrated in their own culture and in the Japanese culture; e.g., New Year's Day, birthday. Highlight the similarities students have identified and extrapolate what these similarities could mean.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify similarities between themselves and Japanese people?

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to identify similarities between themselves and Japanese people (see blackline master in Appendix E: Self-assessment Rating Scale).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**20-3Y**

Strand	GC–1.5 valuing Japanese culture
Specific Outcome	*Students will be able to:* c. express an interest in finding out about people and aspects of Japanese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pen Pals/E-mail Pals
Organize pen pals or e-mail pals from Japan or from a bilingual class in another city. Have students write short descriptions, in Japanese, about themselves and ask questions about the other students and aspects of Japanese culture they are interested in.

Guest Speakers
Invite native Japanese speakers to the class to show students pictures of their home country. Have students ask questions about the country and aspects of Japanese culture they are interested in.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– express an interest in finding out about people and aspects of Japanese culture?

Learning Log
Have the students reflect on what they learned about Japanese culture and what they found most interesting. Have them set goals for their future learning about Japanese culture based on their interests.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.1 awareness of first language
Specific Outcome	*Students will be able to:* a. identify similarities and differences between their first language and Japanese

SAMPLE TEACHING AND LEARNING ACTIVITIES

Language Comparison Chart

Have the students describe different aspects of the English language and the Japanese language, then describe how similar and how different the two languages are; e.g.,

(English) versus (Japanese)	Word Order	Verbs	Punctuation	Alphabet
Describe the similarities and differences briefly				

Extension Activity: Have the students compare Japanese and English using a Venn diagram.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify similarities and differences between their first language and Japanese?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After creating their comparison charts, students use the checklist to determine if they are able to identify similarities and differences between their first language and Japanese (see sample blackline master in Appendix E: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* a. identify ways that languages can be learned

SAMPLE TEACHING AND LEARNING ACTIVITIES

Language Learning Profiles
Divide the students into groups and have them discuss how they learn best and separate their favourite learning strategies into visual, aural, oral and kinesthetic learning groups. Have the students individually create personal language learning profiles that include their favourite strategies, the types of learning they favour, examples of how these strategies have worked for them and strategies they would like to try in the future.

Extension Activity: Have the students discuss how immersion in a culture and language, e.g., through an exchange, can speed up the language learning process.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   identify ways that languages can be learned?

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with the students during the group discussion. After creating their profiles, students use the checklist to determine if they are able to identify ways that languages can be learned. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* b. recognize that, within any linguistic group, individuals use language in personal ways

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interview with a Local Japanese Speaker
Have the students interview a local Japanese speaker and compare the language that the students are learning with the language of interviewee. Have the students present their findings to the rest of the class.

Personal Language Profile
Have the students create personal language profiles in which they include information on their language use; e.g.,

- favourite words, expressions and sayings
- words they use from other languages/cultures
- a general description of the way they speak, including their "accent"
- local sayings or sayings only used among their friends or family
- how they change their language depending who they are talking to
- influences on the way they speak; e.g., music, famous people, movies, television shows, video games, Internet, instant messaging.

Encourage students to record themselves during a conversation and listen to themselves speak. As a class, discuss the differences in the language profiles and how, within any linguistic group, individuals use language in personal ways.

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* b. recognize that, within any linguistic group, individuals use language in personal ways

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   recognize that, within any linguistic group, individuals use language in personal ways?

Informal Observation
Observe students as they present information on language use. Make mental notes of the extent to which students are able to recognize that, within any linguistic group, individuals use language in personal ways. Offer feedback, encouragement and praise as needed.

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they begin the personal language profiles. After they have completed their profiles and discussed them as a class, students use the rating scale to assess how well they are able to recognize that, within any linguistic group, individuals use language in personal ways (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* c. recognize that in any language there are different words for the same thing

SAMPLE TEACHING AND LEARNING ACTIVITIES

Synonyms

Have the students compile lists of synonyms in English and Japanese related to a topic of study; e.g., fashion, sports, school.

English Words	(Loan Words)	(Indigenous Japanese Words)
soccer		
baseball		
socks		
chalk		

Have the students discuss that in any language there are different words for the same thing, and why this is true.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   recognize that in any language there are different words for the same thing?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. During the class discussion, use the checklist to assess if students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Observation Checklist).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**GC–2** affirming diversity	**20-3Y**

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* a. recognize and identify similarities and differences between their own culture and other cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

What Is Culture?

Lead students in a guided discussion of "what is culture?"; e.g.,

- where you live: country, climate
- what you need to live: clothing, types of food, housing, transportation
- who you live with: types of families, roles
- other things such as schooling, values and beliefs, government, holidays and traditions, laws.

Have the students create a large chart with selected headings of elements to be compared, e.g., food, clothing, and several cultures to compare.

Deai Japanese Homes

Have students look at the interiors of Japanese homes using *Deai* picture panels. Ask students to call out objects, e.g., table, television, that they recognize in the pictures. Each student writes down the names of the objects on a piece of paper. Now ask students to highlight or circle objects that are similar or the same as in Canadian homes. Discuss the similarities. Look on the Internet for pictures of Japanese homes; e.g.,

- http://www.tjf.or.jp/deai/contents/teacher/lessonplan/bytexbook/nakama/nakama_hous1a01.htm
- http://web-jpn.org/kidsweb/virtual/house/index.html.

Caution: Students should be monitored when using the Internet.

Children's Games

Teach students how to play a variety of Japanese games that are similar to those played in Canada; e.g.,

- versus marbles
- versus tag
- versus yo-yo
- versus kites
- versus English clapping
- versus pat-a-cake.

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* a. recognize and identify similarities and differences between their own culture and other cultures

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   recognize and identify similarities and differences between their own culture and other cultures?

Anecdotal Notes
Observe students as they participate in the discussion and review their completed charts. Note and record how well they are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes).

Learning Log
Quiz students by having them identify various similarities between Japanese and Canadian houses. Have students reflect in their learning logs about what it would be like to live in a Japanese house.

Informal Observation
Observe students as they participate in the games. Make mental notes of the extent to which students are able to recognize and identify similarities and differences between their own culture and other cultures. Offer feedback, encouragement and praise as needed.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* a. recognize that culture is expressed in a variety of ways

SAMPLE TEACHING AND LEARNING ACTIVITIES

Expressing Culture
Review various pictures, videos or Web sites from Japanese communities. Have students brainstorm the different ways that culture can be expressed; e.g., through music, dance, literature, entertainment, sport, pastimes, food, clothing, religion, celebration.

Have students identify, draw and write about the different ways cultures can be expressed. Collect the pictures for a display board and use them as a point of discussion. Images can be added throughout the year.

Celebrating Birthdays
Assign a different country to each student and have them research the ways that birthdays are celebrated in those countries. Have the students look for information on the following: clothing, food, music and activities. Students present their findings to the whole class. As a class, discuss the different ways that the culture of the country is expressed during the birthday celebration; e.g., food, dress, symbolic gifts, dance. Presentations can be added to a larger cultural display.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   recognize that culture is expressed in a variety of ways?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they identify, draw and write about the different ways cultures can be expressed and use the checklist to assess if students are able to recognize that culture is expressed in a variety of ways (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes
Observe students as they present their findings to the whole class. Note and record how well they are able to recognize that culture is expressed in a variety of ways (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* b. recognize that speakers of the same language may come from different cultural backgrounds

SAMPLE TEACHING AND LEARNING ACTIVITIES

Bridging the Communication Gap Using Japanese
Discuss as a class that there are speakers of the Japanese language in your community who come from different cultural backgrounds. Students record various examples in their log books; e.g., two non-native speakers of Japanese communicating using Japanese as the only common language.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize that speakers of the same language may come from different cultural backgrounds?

Informal Observation
Observe students as they participate in the discussion. Make mental notes of the extent to which students are able to recognize that speakers of the same language may come from different cultural backgrounds. Offer feedback, encouragement and praise as needed.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** GC–2 affirming diversity	**20-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* c. recognize some of the factors that affect the culture of a particular region

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cultural Effects
Show pictures of regions of Japan and discuss with the students how geography (location), climate and resources have various effects on culture; e.g., jobs, festivals, celebrations. Have the students create cause-and-effect diagrams to show the relationship between these factors and the Japanese culture.

Brochures
Provide appropriate resources on a particular region in Japan, Canada or any other country where Japanese is spoken. Have students work in groups to record all the important information in a chart. Then have them make a brochure of that particular region and describe how some of the factors affect the culture there; e.g., "Many people of the region are farmers because of the rich soil, flat lands and water sources that are available."

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- recognize some of the factors that affect the culture of a particular region?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the diagrams. Review the completed diagrams and use the checklist to assess if students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the brochures. Review the completed brochures and use the checklist to assess if students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* a. engage in activities that reflect other ways of doing things or other perspectives

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-plays
Divide the students into groups and have them prepare and record a video displaying how a variety of people, e.g., older, younger, from different cultures, might react to the same situation; e.g., a rock concert, a parade, witnessing a robbery, going out for dinner, visiting with family. Have the students introduce and present the videos to their classmates.

Compare and Contrast
Read a story to the students on a specific cultural topic; e.g., what people in Japan do for the New Year. Have the students survey the class to see if they celebrate New Year in different ways and research to find out what people do in different cultures. Have the students compare and contrast the different types of celebrations and plan a class celebration that reflects these different traditions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− engage in activities that reflect other ways of doing things or other perspectives?

Anecdotal Notes
Observe students as they act in their role-plays. Note and record how well they are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Anecdotal Notes).

Anecdotal Notes
Observe students as they compare and contrast the different traditions of various cultures and incorporate those traditions in a class celebration. Note and record how well they are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* b. explore the limitations of adopting a single perspective

SAMPLE TEACHING AND LEARNING ACTIVITIES

Japanese Stereotypes
Locate and collect a series of images representing Japan or Japanese culture; e.g., a picture of a farmer in a rice field. Divide the class into small groups, provide each group with one of the images and have each group write a brief summary of their thoughts on Japan based on the single image. Have each group present its perspective and lead a discussion on the differences and similarities. Conclude with an examination.

What If?
Have the students write a response to the following scenarios:

−   You are accused of a crime and the judge only listens to the evidence against you. You are not allowed to speak.
−   One person is given complete control of all the schools in Alberta; he or she decides to have students wear uniforms and to ban all music in schools.
−   The government decides that all Canadians are basically the same and cuts all multicultural programs.
−   Before taking a trip to Alberta, a foreign tourist studies what it is like in Ontario.

Divide the students into groups and have them discuss the limitations of adopting a single perspective.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   explore the limitations of adopting a single perspective?

Informal Observation
Observe students as they discuss the limitations of stereotypes. Make mental notes of the extent to which students are able to explore the limitations of adopting a single perspective. Offer feedback, encouragement and praise as needed.

Anecdotal Notes
Observe students as they participate in the group discussion. Note and record how well they are able to explore the limitations of adopting a single perspective (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* a. reflect on their actions and the consequences of their actions for others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Facial Reactions Role-play
Have the students role-play eating sushi for the first time and making a face to show that they don't like it. The host feels bad/offended when he or she sees their reactions. After this role-play, discuss as a class how negative facial expressions and comments might make the Japanese host feel.

Extension Activity: Reverse the roles so that the food served is Western and the guests are foreigners who make faces when they try the food.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– reflect on their actions and the consequences of their actions for others?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the role-play. After the role-play and discussion, students use the checklist to determine if they are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–2** affirming diversity	**20-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* b. explore how their perspective is shaped by a variety of factors

SAMPLE TEACHING AND LEARNING ACTIVITIES

Looking at Stereotypes
Have the students draw a picture or write a description of a typical Japanese person. Then, as a class, view pictures or read stories that contain Japanese stereotypes; e.g.,

- samurai movies and villains
- foreign speakers who cannot speak English properly in comedy acts and in comic films and television shows.

Have the students brainstorm in groups to come up with other examples and discuss how these stereotypes affect how we view Japanese people. Have the students review their pictures or descriptions and discuss how their views of Japanese people have changed after discussing the stereotypes.

Looking at Perspective
Read a story about an event that is told from the point of view of one of the people involved. Have the students discuss their opinions of the event described in the story. Then read a story about the same event that is told from the point of view of a different person. Discuss how this story changes their opinions. Discuss why two people can have different versions of the same story.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- explore how their perspective is shaped by a variety of factors?

Anecdotal Notes
Observe students as they discuss the stereotypes. Note and record how well they are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Anecdotal Notes).

Learning Log
Have the students reflect on the class discussion and what they learned about perspective. Have the students describe how their perspectives on an event were changed due to listening to the other side of the story.

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**GC–3** personal growth and career opportunities	**20-3Y**

Strand	GC–3.1 Japanese language and culture
Specific Outcome	*Students will be able to:* a. identify some personal uses they have made of their knowledge of the Japanese language and culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Everyday Japanese
Have the students brainstorm occasions in which they have heard Japanese or seen symbols of Japanese culture outside of the classroom. Discuss whether their study of Japanese has given them a better understanding/awareness of Japanese language and culture in their everyday lives. Keep a record of the ideas that students came up with at the beginning of the year and then repeat the activity at the end of the year and compare the brainstormed items.

How and Where Japanese Is Used
Have the students recall an instance in which they used Japanese outside of the classroom and share with the class Japanese words and phrases that have become part of their everyday conversation.

Have the students create a simple questionnaire/survey to solicit information about the students' personal uses of Japanese; e.g., where, when, with whom, what was the topic. Distribute the surveys to the students and have them fill them out. Collect the surveys and compile the information in a chart or graph.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify some personal uses they have made of their knowledge of the Japanese language and culture?

Learning Log
Have the students reflect on their use of Japanese and what they know about Japanese culture outside the classroom and describe one experience. Have the students set goals for their future use of Japanese outside the classroom.

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' completed questionnaires and graphs and use the checklist to assess if students are able to identify some personal uses they have made of their knowledge of the Japanese language and culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**GC–3** personal growth and career opportunities	**20-3Y**

Strand	GC–3.1 Japanese language and culture
Specific Outcome	*Students will be able to:* b. identify some careers for which knowledge of Japanese is useful

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorm
Have students brainstorm jobs or careers for which they think another language, e.g., Japanese, would be useful. Students could research language-related careers in career booklets or on the Internet; e.g., http://alis.gov.ab.ca. Have the students identify jobs in a variety of areas; e.g.,

- hospitality
- business
- travel
- manufacturing
- science
- food preparation/service
- government.

Have students, in pairs, create a poster that advertises the career benefits of learning Japanese.

Caution: Students should be monitored when using the Internet.

Guest Speaker
Invite a guest speaker, e.g., high school counsellor, Japanese business person, to talk about careers for which Japanese is required, preferred or an asset. Have the students create a class list of careers based on the guest speaker's presentation.

Strand	GC–3.1 Japanese language and culture
Specific Outcome	*Students will be able to:* b. identify some careers for which knowledge of Japanese is useful

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   identify some careers for which knowledge of Japanese is useful?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the brainstorming activity. As the students brainstorm and create their posters, use the checklist to assess if students are able to identify some careers for which knowledge of Japanese is useful (see sample blackline master in Appendix E: Observation Checklist).

Observation Checklist
Create an outcome-based checklist and share it with the students before the guest speaker's visit. As the students listen to the speaker and create their list, use the checklist to assess if students are able to identify some careers for which knowledge of Japanese is useful (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–3** personal growth and career opportunities	**20-3Y**

Strand	GC–3.1 Japanese language and culture
Specific Outcome	*Students will be able to:* c. identify some places that they could visit where Japanese is used

SAMPLE TEACHING AND LEARNING ACTIVITIES

Field Trip
Before arranging for a field trip, have the students brainstorm places in their community that they could visit where Japanese is spoken; e.g., Japanese Heritage Language School, Heritage Centre, consulate, restaurant/store, festival. Choose one of the places to visit and, prior to the field trip, have students create a list of possible phrases that will be spoken in the specific setting. Have the students check off the phrases they heard on the trip.

Wall Display
Divide the class in half and have each group brainstorm some of the places that they could visit where Japanese is spoken. Start with places in your community, then in Alberta, then in Canada. Share the results of the brainstorming as a class and create a wall display for the classroom.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify some places that they could visit where Japanese is used?

Anecdotal Notes
Observe the students as they brainstorm as a class. Note and record how well they are able to identify some places that they could visit where Japanese is used (see sample blackline master in Appendix E: Anecdotal Notes).

Anecdotal Notes
Observe the students as they brainstorm and create the wall display as a class. Note and record how well they are able to identify some places that they could visit where Japanese is used (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–3** personal growth and career opportunities	**20-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* a. identify some personal uses they have made of their knowledge of different languages and cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Survey Says

Have the students create a simple questionnaire/survey to solicit information about the students' personal uses of international languages; e.g., where, when, with whom, what was the topic. Distribute the surveys to the students and have them fill them out. Collect the surveys and compile the information in a chart or graph.

Extension Activity: Discuss situations in which students have had to use another language or have been exposed to another culture. Ask students how they felt when they were not able to understand the words or gestures in that language. Discuss how they were able to communicate.

It's a Small World

Ask students to reflect on any television shows, movies, magazines and songs they watch, read or listen to as a result of knowing a different language or culture. Have them note the language, culture referenced and the context. Compile the information as a class and review the various examples collected. Have the students draw conclusions about the value of understanding various languages and cultures and how they can use that knowledge in their everyday lives.

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* a. identify some personal uses they have made of their knowledge of different languages and cultures

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   identify some personal uses they have made of their knowledge of different languages and cultures?

Learning Log
Have students reflect on the personal uses they have made of their knowledge of international languages and cultures. Encourage them to draw on past experiences and previous knowledge.

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. During the class review and discussion, use the checklist to assess if students are able to identify some personal uses they have made of their knowledge of different languages and cultures (see sample blackline master in Appendix E: Observation Checklist).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**GC–3** personal growth and career opportunities	**20-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* b. identify some careers for which knowledge of different languages and cultures is useful

SAMPLE TEACHING AND LEARNING ACTIVITIES

Career Exploration
Have students brainstorm jobs or careers for which they think a second language (other than English) would be useful. Students could research language-related careers in career booklets or on the Internet; e.g., http://alis.gov.ab.ca. Have the students identify jobs in a variety of areas; e.g.,

- hospitality
- business
- travel
- manufacturing
- science
- food preparation/service
- government.

Have students choose one career opportunity and write a paragraph in which they imagine themselves in that career. In the paragraph, have students describe how they would use their knowledge of another language and/or culture.

Caution: Students should be monitored when using the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- identify some careers for which knowledge of different languages and cultures is useful?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' list of careers and read their paragraphs and use the checklist to assess if students are able to identify some careers for which knowledge of different languages and cultures is useful (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.	**Cluster Heading** **GC–3** personal growth and career opportunities	**20-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* c. identify some places where there is significant linguistic and cultural diversity

SAMPLE TEACHING AND LEARNING ACTIVITIES

Culture in My Community
Have the students work as a class to create a cultural profile of their own community in which they indicate all of the different cultural groups that are represented in their community; e.g., Japanese, Métis, French, Polish, Chinese, Irish, First Nations. If possible, have students bring in pictures/menus/brochures of various stores, businesses, churches and community buildings that represent the different cultures. Create a wall display for the classroom.

The Towns in Cities
Divide students into groups and have them choose a large city that is multicultural; e.g., Edmonton, Calgary, Vancouver, San Francisco, Toronto, New York, Melbourne, London. Have the students investigate the presence of cultural "towns" or neighbourhoods within the city; e.g., Chinatown, Japanese town, Spanish town, Pakistani neighbourhoods. If possible, have them identify how many people of these different cultural groups live in the city.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   identify some places where there is significant linguistic and cultural diversity?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After creating the wall display, students use the checklist to determine if they are able to identify some places where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Self-assessment Checklist).

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After their investigation, students use the checklist to determine if they are able to identify some places where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Self-assessment Checklist).

Strategies

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**S–1** language learning	**20-3Y**

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things—vocabulary, structures—with similar characteristics, identify similarities and differences between aspects of Japanese and their own language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Dictionaries
Have students keep a personal dictionary/phrasebook in which they record new words and phrases learned. Have students provide a context for the words and phrases; e.g., include sentences that use the word/phrase. Also have students indicate the function of the word or phrase; e.g., action verb, adjective, preposition. Students can also organize vocabulary terms according to lexical fields; e.g., family, school, clothing, weather.

Rhymes and Songs
Have the students learn short rhymes or songs that include words from vocabulary lists and their personal dictionaries; e.g., when reviewing body parts, students sing "Head, Shoulders, Knees and Toes."

Have the students modify the song by changing the words to other body parts, classroom objects, family members and other vocabulary words. Have the students then teach their own versions to other students.

Research
Assign various topics to students, e.g., culture of a specific region of Japan, and have them research the topic using reference material such as encyclopedias, the Internet, CD–ROMs and textbooks. Have students collect and organize the information they find in diagrams, charts or other graphic organizers. Have them present what they learned to the rest of the class.

Caution: Students should be monitored when using the Internet.

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things—vocabulary, structures—with similar characteristics, identify similarities and differences between aspects of Japanese and their own language

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of cognitive strategies to enhance language learning?

Observation Checklist
Create an outcome-based checklist and share it with the students at the beginning of the year. Throughout the year review the students' personal dictionaries and use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes
Observe students as they learn and modify the songs. Note and record how well they are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Anecdotal Notes).

Learning Log
Have the students describe how finding information about the culture of Japanese people in various reference materials helped them learn. Also have them describe how the graphic organizers they used helped make the information they collected easier to understand.

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**20-3Y**

Strand	S–1.2 metacognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, speaking, reading and writing process, check writing for accuracy

SAMPLE TEACHING AND LEARNING ACTIVITIES

Master List
Ask students to review all the writing tasks they have completed so far in the course. Ask them to look for consistent errors in their writing accuracy and record them on a master list. Have the students create a "problem" column on their master lists and a corresponding "solution" column. Have the students scan the list when checking their writing to immediately identify what they need to do to fix the problem.

Preparing for Research
Divide the students into groups and have them prepare for a research activity by planning in advance how to approach the task. Have the students brainstorm in their groups what tasks they will need to complete and the steps involved. Have the groups assign tasks to different group members.

Discuss how using different strategies may enable them to cope with texts containing unknown elements and have the groups create a list of strategies they will attempt to use during the task.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of metacognitive strategies to enhance language learning?

Learning Log
Have the students put the master list in their learning logs to use when writing. Encourage students to add to and change the list as necessary and to reflect on how this list makes them more aware of their strengths and weaknesses.

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After the research activity, students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance language learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**20-3Y**

Strand	S–1.3 social/affective
Specific Outcome	*Students will be able to:* a. identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression

SAMPLE TEACHING AND LEARNING ACTIVITIES

Working with Others
Provide a selection of simple Japanese stories that are visually rich. Divide the students into groups and have them work together to read/interpret the stories. Have the students discuss what to do when they come across a word they do not know. Every student in the group should take a turn reading the text. Have the students summarize the text and present their summaries to the rest of the class.

Oops!
Discuss how taking risks in language learning is important and that making mistakes is part of the learning process. Encourage students to self-correct and to be supportive of others when mistakes are made. Model this by purposely making mistakes. Stop and self-correct in a positive manner. Do it again but ask students this time to help you self-correct; e.g.,   (Good!/Done!),   /   (I did it!)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   identify and use a variety of social and affective strategies to enhance language learning?

Informal Observation
Observe students as they work with others to interpret texts. Make mental notes of the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning. Offer feedback, encouragement and praise as needed.

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–2** language use	**20-3Y**

Strand	S–2.1 interactive
Specific Outcome	*Students will be able to:* a. identify and use a variety of interactive strategies to enhance language use; e.g., assess feedback from a conversation partner to recognize when a message has not been understood

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Aizuchi

Aizuchi are Japanese verbal phrases to indicate that the listener is following what is being said by the speaker. Model the use of *aizuchi* in a conversation with students. Post these phrases around the classroom and encourage students to practise them when conversing in groups. Sample phrases include:

– (Yes)
– (Umm)
– (Well?)
– (Now I see)
– (Is that so? – [finding new information])
– (I agree)
– (That's good, isn't it?)

Conversing in Groups

Divide the students into groups and instruct them to have short conversations with each other about pets, hobbies and other topics of interest.

Encourage the students to use strategies such as interpreting nonverbal clues (e.g., miming, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, circumlocution (e.g., "the thing you hang the clothes on" for "hanger"), repeating part of what someone has said to confirm understanding and asking follow-up questions to check for understanding (e.g., "Am I making sense?").

Strand	S–2.1 interactive
Specific Outcome	*Students will be able to:* a. identify and use a variety of interactive strategies to enhance language use; e.g., assess feedback from a conversation partner to recognize when a message has not been understood

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   identify and use a variety of interactive strategies to enhance language use?

Learning Log
Have the students reflect on the *Aizuchi* they learned during the activity and plan to use them in the future.

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before the group conversations. Students use the checklist to determine if their peers are able to identify and use a variety of interactive strategies to enhance language use (see sample blackline master in Appendix E: Peer-assessment Checklist).

| Strategies | **General Outcome**
Students will know and use strategies to maximize the **effectiveness** of learning and communication. | **Cluster Heading**
S–2 language use | **20-3Y** |

Strand	S–2.2 interpretive
Specific Outcome	*Students will be able to:* a. identify and use a variety of interpretive strategies to enhance language use; e.g., use knowledge of the sound–symbol system to aid reading comprehension

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interpreting Kanji

Have the students look at kanji they haven't studied but whose radical they are familiar with and try and interpret their meanings; e.g., students have learned previously that the kanji for "word"   uses the kanji for "say"   as a radical; therefore, they examine the kanji   ,   and guess their meanings.

Prediction

Before reading a text, have the students predict what it is about based on the title and any illustrations.

Before a guest speaker arrives, have the students make predictions about what they expect to hear based on what they already know about the topic.

Looking for Clues

Provide students with a Japanese text on a specific topic. Create guiding questions on the topic covered in the text and have students skim and scan the text to find the answers to the questions.

Have the students read the text more closely, identifying key words and phrases and rereading several times to understand the more complex ideas. Students learn how to deal with unknown words in a text; e.g.,

– read sentences before and after the unknown word
– find words or phrases that give clues to the word's meaning or function
– look at clues as to the word's function by examining its spelling.

Then have the students summarize the information learned from the text. Encourage students to make connections between the text and prior knowledge.

Strand	S–2.2 interpretive
Specific Outcome	*Students will be able to:* a. identify and use a variety of interpretive strategies to enhance language use; e.g., use knowledge of the sound–symbol system to aid reading comprehension

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   identify and use a variety of interpretive strategies to enhance language use?

Informal Observation
Observe students as they guess at the meaning of the kanji based on their prior knowledge. Make mental notes of the extent to which students are able to identify and use a variety of interpretive strategies to enhance language use. Offer feedback, encouragement and praise as needed.

Informal Observation
Observe students as they use prediction. Make mental notes of the extent to which students are able to identify and use a variety of interpretive strategies to enhance language use. Offer feedback, encouragement and praise as needed.

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. As the students identify key words and summarize the text, use the checklist to assess if students are able to identify and use a variety of interpretive strategies to enhance language use (see sample blackline master in Appendix E: Observation Checklist).

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**S–2** language use	**20-3Y**

Strand	S–2.3 productive
Specific Outcome	*Students will be able to:* a. identify and use a variety of productive strategies to enhance language use; e.g., use knowledge of sentence patterns to form new sentences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Weekly Quick-write

At the end of each week, or at regular intervals in a period of study, ask students to write short stories or descriptions in Japanese, using the lexical field being studied at the time.

Inform students that these quick-writes will not be graded, and that their purpose is to help students improve at writing in the Japanese language without much help. Ask the students not to use textbooks or dictionaries but they can use any words they see in the room or ask a neighbour for a word. Later, discuss the different strategies that students used in their quick-writes.

The Writing Process

Have the students listen to and read various samples of basic familiar fables or fairy tales and take notes to help their own writing. After viewing different examples, have students create their own texts with illustrations to provide detail, following a chosen pattern. Have the students brainstorm their ideas before starting, then follow the writing process (prewriting, writing, revisions, correction and publication). Encourage students to apply grammar rules to improve their texts and to avoid difficult structures by rephrasing.

Strand	S–2.2 productive
Specific Outcome	*Students will be able to:* a. identify and use a variety of productive strategies to enhance language use; e.g., use knowledge of sentence patterns to form new sentences

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   identify and use a variety of productive strategies to enhance language use?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After their quick-write and strategy discussion, students use the checklist to determine if they are able to identify and use a variety of productive strategies to enhance language use. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the writing activity. Observe the students as they are involved in the writing process and review their drafts, then use the checklist to assess if students are able to identify and use a variety of productive strategies to enhance language use (see sample blackline master in Appendix E: Observation Checklist).

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**20-3Y**

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Audiovisual Resources
When using audiovisual resources, show the resource with no sound the first time. Ask students to concentrate on what they see. After viewing the clip, students brainstorm a list of words and phrases that they believe they will hear (this list can be in both Japanese and English). Also have them brainstorm a list of questions about what they saw. Replay the clip with sound. Help the students identify words and phrases form their list in the clip and answer the questions they had.

Categorizing
Divide students into groups and provide them with a list of words/items related to the topic of study. Have the students group words on the list into categories and assign labels; e.g., pizza, the sun, wheel, ball and circle are all round. Post the various lists around the room and have each group present its category to the rest of the class.

Inquiry Process
Brainstorm with students what they know about a topic or theme. Have the students research the topic and create a presentation. Before beginning their research, have the students write what they know and questions to guide their research in the KWL chart; e.g.,

What I **Know**	What I **Want** to Know	What I **Learned**

Have the students access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations.

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   identify and use a variety of cognitive strategies to enhance general learning?

Learning Log
Have students reflect on the strategy of focusing on one thing at a time (visuals, then sound). Did it work for them? Will they use it in the future?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the writing activity. Observe the students as they are involved in the writing process and review their drafts, then use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

Learning Log
Have students describe in their learning logs how the guiding questions and the use of the graphic organizer helped them find the information needed and how they might use this strategy in the future.

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**20-3Y**

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task

SAMPLE TEACHING AND LEARNING ACTIVITIES

Learning Inventory

Ask students to create a chart that contains the following information: all the subjects they are currently studying in school, an indication of how effective a learner they think they are in each subject and what they think they do in each subject to help themselves be successful.

When the charts are complete, ask students to look for patterns and see if there are any recurring success strategies occurring in the subjects in which they feel they learn effectively. Use this information to help students set learning goals.

Self-analysis

Have the students complete a self-analysis based on their own needs and interests. Have them answer questions such as:

1. When I'm working on an activity, what kinds of things help me? How do they help me? For example:
   − other students
   − adults
   − things on my desk
   − books and reference materials
2. What things do I need to do to help myself:
   − before I start
   − during the activity
   − after the activity?
3. What are my favourite things to learn about?

Rate the following things from one (like it the most) to ten (like it the least): sorting things, organizing things, looking for information, watching videos, role-playing, learning about culture, playing games, writing my own stories, creating artwork and listening to guest speakers.

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   identify and use a variety of metacognitive strategies to enhance general learning?

Learning Log
In their learning logs, have the students reflect on the learning inventory activity and write about what they have discovered about how they best learn in their various subjects. Have the students write how this information can help them in their Japanese class, and articulate one concrete process or idea they can carry out to make them more effective learners of Japanese.

Anecdotal Notes
Observe the students as they complete their self-analysis. Note and record how well they are able to identify and use a variety of metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**S–3** general learning	**20-3Y**

Strand	S–3.3 social/affective
Specific Outcome	*Students will be able to:* a. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing Strategies

Try and facilitate an atmosphere in class in which students feel comfortable discussing their learning. Ask students to think of one specific thing that gets them stressed out in Japanese class; e.g., answering a question aloud, doing a self-assessment, understanding the Japanese speaker on a tape.

Ask the students to write down their stressful activities on a piece of paper and submit them anonymously. Rewrite each stressful activity on its own sheet of chart paper and post the papers in the room. Have the students circulate throughout the classroom and write down strategies that they think would help with the problems. At the end of the activity, encourage the students to read all the papers and consider all of the strategies offered that might help them.

Group Problem Solving

Divide the students into groups of five and assign them a simple problem; e.g., must prepare 25 posters about specific Japanese activities happening in the school before tomorrow afternoon, need to make a convincing presentation to Grade 3 students about why it is beneficial to take Japanese as a second language. Provide students with a simple problem-solving model; e.g.,

1. Identify the problem or issue.
2. Think of possible solutions.
3. Identify the consequences of each solution.
4. Decide on the best solution (most positive results).
5. Follow through with a plan of action.

The groups work through the problem and develop an action plan. Have students encourage and support each other in their efforts. Each group presents its problem and solution to the rest of the class and explains how the members worked together to come up with the solution.

Strand	S–3.3 social/affective
Specific Outcome	*Students will be able to:* a. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   identify and use a variety of social and affective strategies to enhance general learning?

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After sharing their strategies with others, students use the checklist to determine if they are able to identify and use a variety of social and affective strategies to enhance general learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Anecdotal Notes
Observe the students as they complete the group problem solving exercise. Note and record how well they are able to identify and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Anecdotal Notes).

Course Level Samples for 30-3Y

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications	Language Competence
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	Students will use Japanese **effectively** and **competently**.
A–1 to impart and receive information A–2 to express feelings and personal perspectives A–3 to get things done A–4 to form, maintain and change interpersonal relationships A–5 to extend their knowledge of the world A–6 for imaginative purposes and personal enjoyment	LC–1 attend to form LC–2 interpret texts LC–3 produce texts LC–4 interact LC–5 apply knowledge of the sociolinguistic/ sociocultural context LC–6 apply knowledge of how discourse is organized, structured and sequenced
Global Citizenship	**Strategies**
Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	Students will know and use strategies to maximize the **effectiveness** of learning and communication.
GC–1 historical and contemporary elements of Japanese culture GC–2 affirming diversity GC–3 personal growth and career opportunities	S–1 language learning S–2 language use S–3 general learning

Applications

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to impart and receive information	**30-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. provide information on several aspects of a topic; e.g., give a simple report

SAMPLE TEACHING AND LEARNING ACTIVITIES

City Report
Have the students research and create a simple poster report or digital slide show presentation on a major city in Japan, covering topics such as celebrations, traditions and landmarks of the city. Then have the students present their reports to the class.

Inside–Outside Circle Interviews
Have the students form two circles, one inside the other. With music playing, the outer circle of students walks in one direction and the inner circle of students walks in the opposite direction. When the music stops, each student interviews the classmate opposite him or her on a topic of the student's choice; e.g., a sport, a recent school event, a band, a television show.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   provide information on several aspects of a topic?

Rubric
Collaboratively create an outcome-based rubric with the students for assessing the reports. Review the students' work and use the rubric to evaluate how well students are able to provide information on several aspects of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Anecdotal Notes
Observe students as they conduct their interviews. Note and record how well they are able to provide information on several aspects of a topic (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to impart and receive information	**30-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. understand and use definitions, comparisons and examples

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comparison Reports

As a group, have the students research a topic for comparing different cities, climates, people or geographical features; e.g., rivers of Japan. Have the students develop a report in which they use language associated with comparison; e.g.,

–   (The longest river in Japan is the Shinano River.)
–   (The Shinano River is longer than the Tone River.)
–   (The longest river in Canada is the
    MacKenzie River.)
–   (The Shinano River is not as long as the
    MacKenzie River.)

Favourite Entertainers

Divide the students into pairs and ask them to elaborate on their preferences for music, television and movie entertainers; e.g.,

–   _____   (I like rap. For
    example, I like _____.)
–   _____
    (I often watch horror movies. For example, I recently saw _____.)

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. understand and use definitions, comparisons and examples

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− understand and use definitions, comparisons and examples?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' reports and use the checklist to assess if students are able to understand and use definitions, comparisons and examples (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they share with their partners and use the checklist to assess if students are able to understand and use definitions, comparisons and examples (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express feelings and personal perspectives	**30-3Y**

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* a. inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction, probability and certainty

SAMPLE TEACHING AND LEARNING ACTIVITIES

Information Exchange

In pairs, have the students exchange opinions on a topic such as sports, movies, food or singers. Then have the students develop a skit based on the topic that includes expressions of agreement and disagreement; e.g.,

A: (Horror movies are interesting, aren't they?)
B: …
   (Do you think so? They are scary, so I'm not really …. I prefer romantic movies.)
A: …   (I'm not crazy about romantic movies.)

A: _____   (____ is cute, isn't she?)
B: _____   _____   (I agree, but I
   think ____ is cuter.)

Survey

Have the students develop a survey about Canadian life and ask questions of Japanese people in the school and community; e.g., exchange students from Japan, local business owners.

	Very satisfied	Satisfied	So-so	Not really
Canadian food				
My room				
Canadian TV shows				
(other)				

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* a. inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction, probability and certainty

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction, probability and certainty?

Rating Scale
Create an outcome-based rating scale and share it with the students before they begin the information exchange. View the skits and use the rating scale to assess how well students are able to inquire about and express agreement and disagreement (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the survey activity. Review the students' survey results and questions asked and use the checklist to assess if students are able to inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express feelings and personal perspectives	**30-3Y**

Strand	A–2.1 share ideas, thoughts, feelings, opinions, preferences
Specific Outcome	*Students will be able to:* b. express feelings appropriately in a variety of familiar contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Discussion
In pairs or small groups, have the students discuss what they like about school. Ask the students to focus on positive aspects for each class; e.g.,

A: (I think math is interesting.)
B: (I like songs, so I
    like music class the best.)

How Do You Feel?
Have each student prepare a set of cards that include words and facial expressions describing feelings, such as   (looks happy),   (looks lonely),   (looks sad),
(looks like having fun) and   (looks bored). Review the vocabulary with the class.
Describe a situation in Japanese to the class; e.g., you receive socks for your birthday, you win a prize, you're going on vacation. Have the students display the card that best shows their response to the situation. Ask several students to explain their choices and continue.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− express feelings appropriately in a variety of familiar contexts?

Anecdotal Notes
Observe students as they participate in the group discussion. Note and record how well they are able to express feelings appropriately in a variety of familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).

Informal Observation
Observe students as they express their feelings using the picture cards. Make mental notes of the extent to which students are able to express feelings appropriately in a variety of familiar contexts. Offer feedback, encouragement and praise as needed.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* a. make and respond to suggestions and advice in a variety of situations

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SAMPLE TEACHING AND LEARNING ACTIVITIES

What Should I Do?
Have students write a brief dialogue that includes suggestions and advice on a topic that is familiar to them. For example, when travelling to Japan:

A: 6   (I'm going to Japan in June.)
B: 6   (Well, it would
    be a good idea to take an umbrella. The month of June in Japan is the rainy season.)
A: (Is that right?
    Then I will take an umbrella. What souvenir would be appropriate?)
B:
    (Maple syrup would be fine. Canadian maple syrup is well known in Japan.)
A: (That's a good idea. Thank you.)

Have the students share their dialogues with the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− make and respond to suggestions and advice in a variety of situations?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they review their partners' advice. Students use the checklist to determine if their peers are able to make and respond to suggestions and advice in a variety of situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* b. give and follow a simple sequence of instructions in a variety of situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Follow the Leader
Give each student a map of a town, city or their own community. Have them prepare a series of directions that describe how to get from one point to another on the map. Have the students present their directions to the class or to a group of students who follow them on the map.

Writing Instructions
Introduce the instruction words and expressions in Japanese for using automated teller machines in Japan, buying subway/train tickets and using public telephones; e.g.,

- _____ (PIN number)
- _____ / _____ (Press)
- _____ / _____ (Insert)
- _____ (Change)
- _____ _____ (How much is it to ____ station?)

Have the students prepare a guide book with instructions for visitors going to Japan.

Extension Activity: Have the students prepare instructions for Japanese visitors for how to do a variety of things in Alberta.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- give and follow a simple sequence of instructions in a variety of situations?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they listen to and follow the directions on the map. Students use the checklist to determine if their peers are able to give and follow a simple sequence of instructions in a variety of situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

Rubric
Collaboratively create an outcome-based rubric with the students for assessing written instructions. Review the students' guide books and use the rubric to evaluate how well students are able to give a simple sequence of instructions in a variety of situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). The rubric will likely include other criteria as well.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. make a simple promise, and express intention

SAMPLE TEACHING AND LEARNING ACTIVITIES

Make a Promise

Present students with a list of typical student situations; e.g., forgetting homework. Have students work with a partner and compose a brief dialogue between a teacher and a student. The student will explain the situation and then make a promise to make amends; e.g.,

Student: (Teacher, I'm sorry. I forgot my
          homework.)
Teacher: (You forgot your homework? What are you
          going to do?)
Student: (Could I bring it tomorrow?)
Teacher: (Then please bring it before the
          class tomorrow.)
Student: (Yes, teacher. Thank you.)
Teacher: (Please do not forget it.)
Student: (Yes, I will make sure to bring it.)

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. make a simple promise, and express intention

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   make a simple promise, and express intention?

Rubric
Collaboratively create an outcome-based rubric with the students for assessing the conversation. Watch the students' skits and use the rubric to evaluate how well students are able to make a simple promise, and express intention (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). The rubric will likely include other criteria as well.

Anecdotal Notes
Observe students as they perform their role-plays. Note and record how well they are able to make a simple promise, and express intention (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* a. express appreciation, enthusiasm, support and respect for contributions of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Great Canadian
Divide the students into small groups. Have each group select a famous historical or contemporary Canadian figure and write a paragraph about why this person is a great Canadian. Encourage the students to express their appreciation, enthusiasm, support and respect for the contributions of their famous Canadian figures; e.g.,

Example 1:
– _____   (I have great respect for _____.)
– _____   _____   V   (It's because ___[name]___ ___[verb]___ ___[object].)
–   (I think ____ is very brilliant.)

Example 2:
–   (I have great respect for Wayne Gretzky.)
–   (Gretzky was a great hockey player.)
–   (He is one of the most famous Canadians.)
–   (That's why I like Gretzky.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– express appreciation, enthusiasm, support and respect for contributions of others?

Rating Scale
Create an outcome-based rating scale and share it with the students before they write the paragraph. Use the rating scale to assess how well students are able to express appreciation, enthusiasm, support and respect for contributions of others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**30-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* a. exchange greetings and farewells in formal situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Formal Greetings Role-play

Introduce students to some of the finer points of formal greetings in Japanese culture. Have the students role-play formal greetings between a host family and an exchange student, including gestures such as bowing; e.g.,

Student: A   (How do you do? I'm A. Nice to meet you.)
Host father: (Welcome. Please come in.)
Student: (Thank you. I'm coming in.)

Host mother: <u>(beverage)</u>   (Please have some _____.)
Student: (Thank you. I'll have some.)

Divide the students into groups of four and assign them to be either a Japanese family or a Canadian host family. Each student becomes a member of the family and takes on that role. The students learn to exchange gifts and formal greetings; e.g.,

Student: …   (Umm, this is a small gift for you.)
Host mother: …   (You didn't have to do that.)
Student: (This is Canadian maple syrup.)
Host mother: (Looks delicious. Thank you very much.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− exchange greetings and farewells in formal situations?

Learning Log

Have the students reflect on the experience of exchanging formal greetings in their learning logs. Have them describe why they think these traditions exist and how they differ from those of their own cultures. Have the students compare a formal greeting they have experienced in real life in the past with a Japanese formal greeting.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**30-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. initiate and participate in casual exchanges with classmates

SAMPLE TEACHING AND LEARNING ACTIVITIES

Borrowing

Review how to borrow objects from classmates in casual Japanese and encourage the students to use these phrases in the appropriate context in class; e.g.,

−　A　　　　　　　　　　　　　(A, can I borrow your eraser?)
−　　　　　　　　　　　　　　(Is it OK to borrow this?)

Provide each student with a simple object; e.g., a stapler, paper clip, ruler. Have the students circulate throughout the classroom and ask one another to borrow an object. Each student has to ask at least three different classmates.

Student Conversations

With the class, prepare a survey or questionnaire designed to collect people's opinions on a topic; e.g., the best radio station, the best clothing store. Divide students into large groups and have them survey one another.

A:　　　　　　　　　　(What do you think about this?)
B:　　　　　　　　(It's interesting.)
A: C　　　　　　　　　　　(What do you think, C? Like it?)
C:　　　　　　　　… (Nah, I'm not really….)
A:　　　　　　　　(I love it!)

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. initiate and participate in casual exchanges with classmates

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   initiate and participate in casual exchanges with classmates?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the project work. Observe the students as they share a variety of materials and use the checklist to assess if students are able to initiate and participate in casual exchanges with classmates (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes
Observe students as they share a variety of materials. Note and record how well they are able to initiate and participate in casual exchanges with classmates (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**30-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* c. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages

SAMPLE TEACHING AND LEARNING ACTIVITIES

Providing Opportunities for Communication

Set up a class blog or message board and post a contemporary Japanese pop song. Have students listen to the song and then post their opinions and thoughts for others to see and respond to. Periodically update the blog with a new song, photograph or short article and encourage students to continue to leave messages. Throughout the year, provide other opportunities for the students to communicate using routine means of interpersonal communication; e.g.,

- review how to type in Japanese and have the students chat online with one another
- have students send e-mails to one another and to e-pals in other communities
- use walkie-talkies to communicate with students in another class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- use routine means of interpersonal communications?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Student use the checklist to determine if they are able to use routine means of interpersonal communications. Encourage students to set goals for future learning (see sample backline master in Appendix E: Self-assessment Checklist and Goal Setting).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**30-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* d. give an excuse

SAMPLE TEACHING AND LEARNING ACTIVITIES

Excuses, Excuses
Brainstorm situations in daily life in which one might have to provide an excuse, such as being late for class, breaking a borrowed pencil, not returning a telephone call. Then have the students discuss appropriate excuses to use in the various situations. Have the students role-play these situations and perform their role-plays for the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   give an excuse?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the role-play. Observe the students perform their role-plays and use the checklist to assess if students are able to give an excuse (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**30-3Y**

Strand	A–5.1 discover and explore
Specific Outcome	*Students will be able to:* a. ask questions to gain knowledge and clarify understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

Assistance Questions
Locate and record examples of common sounds; e.g., a garage door opening, a public address announcement at a *shinkansem* (or local) train station. Play brief clips of each recording and have students ask questions to determine the identity of the recording. Review questions used to ask for assistance in Japanese; e.g.,

-            ____   (Excuse me. What is ___?)
-   ____   /   (How do you say ___ in English?)
-   ____   (Could you please explain about ___?)
-   __A__   __B__   (When you say __A__, do you mean __B__?)
-                (Can you give me an example, please?)
-       ____   (In short, do you mean ____?)

Note: To find sound files from train stations, search words such as   and/or

         on the Internet.

Caution: Students should be monitored when using the Internet.

Guess Who?
Provide pairs of students with pictures of a variety of people with different characteristics; e.g., from a magazine or sketches. Have one partner pick out a picture/photograph from a pile without showing it. Have the other partner ask questions in Japanese to figure out who the person is; e.g.,

-                (Is it a male?)
-                   (Is the person wearing glasses?)
-             (Is the person young?)
-               (Does the person have long hair?)
-   _____   (Did the person appear in [movie title] ?)

Strand	A–5.1 discover and explore
Specific Outcome	*Students will be able to:* a. ask questions to gain knowledge and clarify understanding

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− ask questions to gain knowledge and clarify understanding?

Observation Checklist
Create an outcome-based checklist and share it with the students before they review the questions. Observe the students and use the checklist to assess if students are able to ask questions to gain knowledge and clarify understanding (see sample blackline master in Appendix E: Observation Checklist).

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they ask one another questions about the identity of the person and use the checklist to assess if students are able to ask questions to gain knowledge and clarify understanding (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**30-3Y**

Strand	A–5.1 discover and explore
Specific Outcome	*Students will be able to:* b. explore meaning in a variety of ways; e.g., by drawing a concept map or word web, by brainstorming

SAMPLE TEACHING AND LEARNING ACTIVITIES

Webbing

To prepare for project work, have the students organize their thoughts, ideas or lexical items using a web. For example, have the students take key words from a theme and create a web to link the meanings logically together; e.g.,
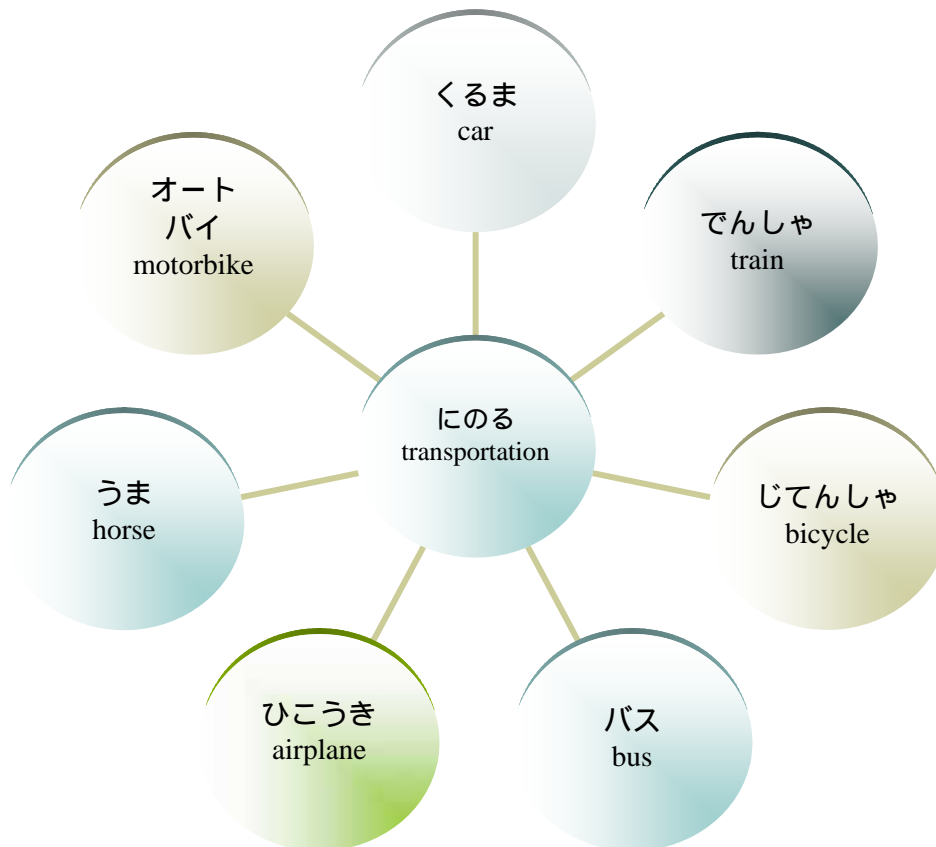
Strand	A–5.1 discover and explore
Specific Outcome	*Students will be able to:* b. explore meaning in a variety of ways; e.g., by drawing a concept map or word web, by brainstorming

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– explore meaning in a variety of ways?

Rubric
Collaboratively create an outcome-based rubric with the students. Review the students' webs and use the rubric to evaluate how well students are able to explore meaning in a variety of ways (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). The rubric will likely include other outcomes as well.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**30-3Y**

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* a. gather information from a variety of sources

SAMPLE TEACHING AND LEARNING ACTIVITIES

Entertainment Information
To prepare for a presentation about Japanese entertainers or public personalities, have the students seek out information from a variety of sources. Students may find it helpful to look at Japanese entertainment magazines, entertainment Web sites, fan Web sites and Japanese newspapers. Have the students share the information gathered with the classmates by using a digital publishing software program to create a brochure, flyer or postcard.

Research and Interview Activity
As a group, have the students select a topic relevant to Japanese culture; e.g., New Year celebrations, weddings, festivals. Have the students gather information on the topic from a variety of sources. Then have the students develop interview questions on the topic and interview Japanese people through e-mail, telephone or other communication methods. Have the students report on the information gathered during their research and interviews to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- gather information from a variety of sources?

Rubric
Collaboratively create an outcome-based rubric with the students. Review the students' webs and use the rubric to evaluate how well students are able to gather information from a variety of sources (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). The rubric will likely include other outcomes as well.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**30-3Y**

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flow charts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Storyboard for Anime
Have the students brainstorm their knowledge of anime and write a brief outline for their own anime. Have the students create an illustrated storyboard based on their outline in Japanese.

Extension Activity: Have the students use their storyboards to create their own simple anime using animation software.

Organizing Data
Provide text information about the geography of several countries or areas of Japan. Have the student use the data to create a spreadsheet, table or diagram. Provide samples that the students can follow to complete their own work.

Weather Diagrams
Provide students with a weather report showing high and low temperatures and weather conditions of major cities in Japan over a period of time. Have the students create diagrams based on weather conditions and present them to the class.

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flow charts

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− organize and manipulate information?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they assess the animes. Students review the storyboards of others and use the checklist to determine if their peers are able to organize and manipulate information (see sample blackline master in Appendix E: Peer-assessment Checklist).

Rubric
Collaboratively create an outcome-based rubric with the students for assessing spreadsheets, tables or diagrams. Review the students' work and use the rubric to evaluate how well students are able to organize and manipulate information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Learning Log
Have the students reflect on the experience of organizing and manipulating information to create a diagram in their learning logs. Have them describe challenges they faced and strategies they used.

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**30-3Y**

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* a. describe and examine a problem

SAMPLE TEACHING AND LEARNING ACTIVITIES

Issue Analysis

Guide students through the process of describing and examining a problem:

– Choose a problem faced in Japan; e.g., issues such as an aging workforce, pollution, high cost of living.
– Model a simple structure to state the problem such as:
  •   (In Japan, _____ is becoming an issue. It is because _____ .)
  •
           (In Japan, *shoshika* [declining birthrate] is becoming an issue. It is because the birth rate is declining and the senior population is increasing.)
– Discuss the problem as a class.
– Using information from the class discussion, as well as their own thoughts, have the students complete an issue analysis that describes and examines the problem.

Describe Your Problem

Have the students develop a skit in which a patient describes his or her symptoms to a doctor; e.g.,

Doctor: (What seems to be the problem?)
Patient: (I have a headache.)
Doctor: (Do you have a temperature?)
Patient: (No, I don't.)
Doctor: (How about a cough?)
Patient: (No, but I have a sore throat.)
Doctor: (Then, you need to take a day off from school and take some cold medication.)
Patient: (Yes, doctor.)

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* a. describe and examine a problem

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   describe and examine a problem?

Rating Scale
Create an outcome-based rating scale and share it with the students before they begin the issue analysis. Review the students' completed issue analysis and use the rating scale to assess how well students are able to describe and examine a problem (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Anecdotal Notes
Observe students as they perform their skits. Note and record how well they are able to describe a problem (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**30-3Y**

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* b. generate solutions

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SAMPLE TEACHING AND LEARNING ACTIVITIES

School Problems
Have the students brainstorm various common school problems; e.g., vandalism, difficulty of getting from one area of the school to another on time for class, lack of gym space. Have the students choose one problem they have some interest in and propose a few solutions. These solutions are discussed with the class.

Problem-solving Dialogues
Develop a sample dialogue based on problem solving; e.g.,

A: (I need a new pair of
     shoes but I don't have enough money.)
B: _____   (Why don't you go to _[store name]_ ? The
     prices are low there.)
A: (That's true. I'll do that.)

Provide sample situations in Japanese; e.g.,

–   (sleepy)—   (but have homework)
   •   (take a short nap)
   •   (drink water)
   •   (do some exercise)

–   (want to lose some weight)—   (but like to eat)
   •   (swim)
   •   (quit eating snacks)
   •   (eat a small amount each time).

Divide the students into pairs and have them select the best solution, develop a dialogue based on it and perform the dialogue for the class.

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* b. generate solutions

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   generate solutions?

Information Observation
Observe students as they generate solutions and discuss them as a class. Make mental notes of the extent to which students are able to generate solutions. Offer feedback, encouragement and praise as needed.

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the dialogue activity. Watch the students perform their dialogues and use the checklist to assess if students are able to generate solutions (see sample blackline master in Appendix E: Observation Checklist).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**30-3Y**

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* c. evaluate alternative solutions to a problem

SAMPLE TEACHING AND LEARNING ACTIVITIES

Problem Solving

Present a simple problem-solving model to the class. Divide students into groups and provide each group with scenarios that involve a problem that requires a solution; e.g., your parents have chosen a particular type of summer vacation, but you would like a different type of vacation. Have the students brainstorm various possible solutions for the problem and then choose the best one.

Problem and Solution Dialogues

After practising how to make a sentence combining a dictionary form of a verb and
(You should _____.) or _____ (How about __V__ing?), give the students a situation that requires a solution. Divide the students into pairs and have them consider various solutions and create a dialogue; e.g.,

A: _____ (I like ___. But they don't carry them at a nearby store.)

- (Japanese animation)
- (Japanese manga/comics)
- (Japanese movies)
- (Japanese music)

B: _____ (How about __V__ing?)

- (buy online)
- (ask a Japanese friend)
- Heritage Centre (borrow at Heritage Centre)
- (go to Japan)

A: (I see. Thank you very much.)

Strand	A–5.3 solve problems
Specific Outcome	*Students will be able to:* c. evaluate alternative solutions to a problem

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   evaluate alternative solutions to a problem?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the problem-solving activity. Observe the groups as they brainstorm and assess possible solutions and use the checklist to assess if students are able to evaluate alternative solutions to a problem (see sample blackline master in Appendix E: Observation Checklist).

Learning Log
Have the students record their dialogues in their learning logs and describe how they evaluated the possible solutions to the problem before choosing the best one.

	General Outcome	**Cluster Heading**	
Applications	Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**A–5** to extend their knowledge of the world	**30-3Y**

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* a. explore how values influence behaviour

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Workplace Role-play
Teach the students about the relationship between a senior worker and junior worker in Japanese working environments. Have the students discuss and reflect on how values influence the behaviours of these workers. Then, have the students role-play workplace interactions, including nonverbal elements such as bowing; e.g.,

Assistant: (*Kachou* [section manager], Goodbye. [lit. I will
            excuse myself and go home before you leave.])
Manager: (Thanks for your hard work.)

Workers: (*Shachou* [company president], good morning, sir.)
President: (Morning.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   explore how values influence behaviour?

Rating Scale
Create an outcome-based rating scale and share it with the students before they begin the role-play activity. Listen to the discussion and view the students' role-plays and use the rating scale to assess how well students are able to explore how values influence behaviour (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**30-3Y**

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* b. provide reasons for their opinions

SAMPLE TEACHING AND LEARNING ACTIVITIES

World of Work
Have the students brainstorm various professions and jobs in Japanese, choose the one they think they would be best suited for and explain why; e.g.,

–   (Because I'm good at sports,
    I would like to become a physical education teacher.)
–   (Because I like animals, I would like to
    become a veterinarian.)
–   (Because I want to help
    many people, I would like to become a doctor.)

Favourite Answers
Provide sentence starters and have the students complete them. Have the students share their answers and evaluate which sentence is the funniest/best/smartest and describe why they think that; e.g.,

_____   (I was late for school because ___.)
_____   (I don't want to eat supper because ___.)
_____   (I don't drink coffee because ___.)
_____   1000   (I want $1000 because ___.)
_____   (I want to go to Japan because ___.)

Strand	A–5.4 explore opinions and values
Specific Outcome	*Students will be able to:* b. provide reasons for their opinions

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− provide reasons for their opinions?

Anecdotal Notes
Observe students as they give their reasons for choosing the job. Note and record how well they are able to provide reasons for their opinions (see sample blackline master in Appendix E: Anecdotal Notes).

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Watch the students as they choose the funniest/best/smartest answers and use the checklist to assess if students are able to provide reasons for their opinions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** for imaginative purposes and personal enjoyment	**30-3Y**

Strand	A–6.1 humour/fun
Specific Outcome	*Students will be able to:* a. use the language for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits

SAMPLE TEACHING AND LEARNING ACTIVITIES

Idioms

Provide Japanese idioms to groups of students and have them act out their literal meanings for the class. The class guesses the idiom's literal meaning and suggests figurative meanings for the idiom. Students could practise first with English idioms to prepare for the task; e.g.,

– (lit. my ear hurts—meaning someone is telling your weak points and you know it's true)
– (lit. pointing at someone's back—meaning talking about someone behind his or her back)
– (lit. legs became like sticks—meaning feeling very tired after a long walk).

What Does It Mean?

Provide some simple examples of Japanese idioms. Guide students as they try to guess their meanings and then discuss them; e.g.,

– (get angry)
– (have many human connections/know many influential people)
– (inflexible)
– (to be very proud of)
– (pooped/tired out)
– (get confused)
– (be deeply in debt).

Have students work in pairs and create an illustration for an idiom of their choice. Encourage students to make the illustrations humorous.

Strand	A–6.1 humour/fun
Specific Outcome	*Students will be able to:* a. use the language for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− use the language for fun and to interpret and express humour?

Learning Log
Have the students reflect on the idiom activity and describe what they enjoyed most about the activity in their learning logs. What idiom did they like best? Why?

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** for imaginative purposes and personal enjoyment	**30-3Y**

Strand	A–6.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use the language creatively and for aesthetic purposes

SAMPLE TEACHING AND LEARNING ACTIVITIES

Elaborating Haiku
Have the students use word art to create a visually pleasing rendition of a haiku. Encourage the students to incorporate a drawing or photograph into a presentation of their own haiku.

Picture Me
Have the students create a picture using words such as their name, age, favourite colour or favourite activity. Have the students use the Japanese words to create a visual image that represents them. Post the pictures in the classroom or elsewhere in the school.

Name Poem
Demonstrate how to write an acrostic poem using the sounds of the characters in the students' names. Have students write the sound in *hiragana* and the rest of the poem in English; e.g., Sam becomes *sa-mu*: *SA—*Saturdays I like to practise hockey; *MU—*Movies are fun to watch too.

Comics
Copy pages from a comic book and white out the dialogue. Have the students fill in the missing dialogue with Japanese vocabulary and expressions. Post the comics around the classroom and discuss how various students used language creatively to create humour. Alternatively, the students could create their own comics to share with their classmates or publish in a class book.

Strand	A–6.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use the language creatively and for aesthetic purposes

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   use the language creatively and for aesthetic purposes?

Informal Observation
Observe students as they create visual images that represent them. Make mental notes of the extent to which students are able to use the language creatively and for aesthetic purposes. Offer feedback, encouragement and praise as needed.

Anecdotal Notes
Observe students as they create name poems. Note and record how well they are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	**General Outcome** Students will use Japanese in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** for imaginative purposes and personal enjoyment	**30-3Y**

Strand	A–6.3 personal enjoyment
Specific Outcome	*Students will be able to:* a. use the language for personal enjoyment; e.g., watch anime in Japanese

SAMPLE TEACHING AND LEARNING ACTIVITIES

Music Videos and Audio Recordings
Provide Japanese music videos or audio recordings for the students to watch/listen to during unstructured classroom time. Have the students keep a record of what they have watched/listened to and discuss it with the class.

Challenge
Challenge the students to use Japanese for personal enjoyment once a week. Suggestions for personal enjoyment opportunities include watching a film or video, reading a magazine, listening to some music, sending an e-mail message to an e-pal, singing karaoke, writing a note/card to a friend, looking at an Internet site, listening to a radio program and learning a fun new expression to say in the language. Have the students note their use of Japanese for enjoyment in their learning logs.

Caution: Students should be monitored when using the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use the language for personal enjoyment?

Learning Log
Have the students reflect on the music and describe what they enjoyed most about the experience.

Learning Log
Read the students' learning logs and note their use of language for personal enjoyment. Encourage the students to make connections between their use of Japanese and previous knowledge and experience.

Language Competence

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**30-3Y**

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* a. approximate the pronunciation of unfamiliar words

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pronouncing Katakana Words
Select katakana words that originate from English and have the students read them without guidance and guess what they mean; e.g.,   (e-mail),   (Internet),
(communication),   (popular music),   (fashion),   (idol),
                     (instructor),   (mall),   (credit card),
(schedule).

Extension Activity: Select three challenging words from other languages; e.g.,   (bread: from Portuguese),   (cigarette: from Portuguese),   (café: from French),   (part-time job: from German).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   approximate the pronunciation of unfamiliar words?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Listen to the students as they read the katakana words and use the checklist to assess if students are able to approximate the pronunciation of unfamiliar words (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**30-3Y**

Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* b. use intonation, pauses and rhythm appropriately in familiar situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pauses and Rhythms
Discuss appropriate pauses and moraic rhythms in words and sentence patterns, including the connection between particles and other grammatical elements. Clap hands to create a moraic rhythm while reading sample Japanese sentences; e.g.,

–

Have the students practise reading sentences with appropriate pauses and moraic rhythms.

Reading Aloud
Provide familiar Japanese texts for students to read. Have each student select one text to prepare to read aloud. Instruct the students to read the text in a certain way; e.g., as if it were a spooky campfire story or a children's bedtime story. Emphasize that students use appropriate intonation, pauses and rhythm to create the desired effect.

Dubbing a Film
Have the students watch a Japanese movie and select a scene. Have them write down the dialogue and practise reading the lines while imitating the original intonation, pauses and rhythm. Have the students perform their lines while the movie is playing while muted.

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Strand	LC–1.1 sound system
Specific Outcome	*Students will be able to:* b. use intonation, pauses and rhythm appropriately in familiar situations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   use intonation, pauses and rhythm appropriately in familiar situations?

Informal Observation
Observe students as they practise reading the sentences. Make mental notes of the extent to which students are able to use intonation, pauses and rhythm appropriately in familiar situations. Offer feedback, encouragement and praise as needed.

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they read aloud. Students use the checklist while listening to their peers perform to determine if their peers are able to use intonation, pauses and rhythm appropriately in familiar situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to use intonation, pauses and rhythm appropriately in familiar situations. The rubric will likely assess other outcomes as well.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**30-3Y**

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* a. use a small repertoire of kanji in familiar contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Go Fish!
Have the students create a set of kanji cards that use a certain number of kanji that they have studied so that they can play "Go Fish." The number of cards varies according to how many kanji characters students have learned.

Classroom Calendar
Display a classroom calendar that uses kanji for days of the week. Have the students identify the days of the week by pointing to the calendar. Have students create their own daily planners at the beginning of each month, which they can use to record homework and important dates.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use a small repertoire of kanji in familiar contexts?

Observation Checklist
Create an outcome-based checklist and share it with the students before they create the cards and play the game. Observe the students and use the checklist to assess if students are able to use a small repertoire of kanji in familiar contexts (**s**ee sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes
Observe students as they use the calendars. Note and record how well they are able to use a small repertoire of kanji in familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**30-3Y**

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* b. read and write simple sentences that incorporate all three writing systems

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classified Ads
Have the students read classified ads from newspapers that are written in all three writing systems. Based on these models, have the students write their own simple classified ads in all three writing systems; e.g.,

8GB   1   8000
123–456–7890 (MP3 player for sale, 8GB, used for a month. ¥8000. Tel.: 123–456–7890).

Diary
Have each student select a character or a person and write a diary entry as that character or person. Encourage the students to write using all three writing systems. Then have the students exchange their texts and read them; e.g.,

A diary of a black bear.

(Woke up at 5 a.m. today. Climbed a tree in the forest. Then went to the river, caught a fish and ate it. It was delicious. A scary looking grizzly bear showed up, so I went home.)

A diary of   (Avril Lavigne).

(Had a concert in Calgary. Thirty thousand people turned up. Was a little bit nervous. It was cold but I had a good time. There's a rehearsal tomorrow, so I will go to bed early.)

Strand	LC–1.2 writing systems
Specific Outcome	*Students will be able to:* b. read and write simple sentences that incorporate all three writing systems

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   read and write simple sentences that incorporate all three writing systems?

Rating Scale
Create an outcome-based rating scale and share it with the students before they read the classified ads. Review the students' ads and use the rating scale to assess how well students are able to write simple sentences that incorporate all three writing systems (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the diary entries. Review the diary entries and use the checklist to assess if students are able to read and write simple sentences that incorporate all three writing systems (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**30-3Y**

Strand	LC–1.3 lexicon

Specific Outcome	*Students will be able to:*
	 a. use a range of vocabulary and expressions in familiar contexts, within a variety of lexical fields, including:
	     – holidays, celebrations and traditions
	     – entertainment
	     – communications
	     – world of work
	     – arts and literature
	     – any other lexical fields that meet their needs and interests

SAMPLE TEACHING AND LEARNING ACTIVITIES

Word Relay

Divide the board so that each team gets its own space. The first team member is given a piece of chalk/marker. Set the topic, e.g., holidays, entertainment, arts and literature. The first person from each team runs to the board and writes a word on the topic and then goes back and passes the chalk/marker to the next person. The relay continues.

Extension Activity: Have the students develop a word search or crossword puzzle that is related to a particular lexical field.

Arts and Literature

Have the students research Japanese artists and writers, and write a simple author or artist profile using vocabulary associated with arts and literature. Profiles could include information such as:
– famous works
– style of writing or art and techniques used
– types of works created
– descriptions of their most famous works.

Strand	LC–1.3 lexicon

Specific Outcome	*Students will be able to:*
	a. use a range of vocabulary and expressions in familiar contexts, within a variety of lexical fields, including:
	  – holidays, celebrations and traditions
	  – entertainment
	  – communications
	  – world of work
	  – arts and literature
	  – any other lexical fields that meet their needs and interests

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use a range of vocabulary and expressions in familiar contexts, within a variety of lexical fields?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the word relay. Observe the students as they play the game and use the checklist to assess if students are able to use a range of vocabulary and expressions in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).

Checklist and Comments
Create an outcome-based checklist and share it with the students before they write the profiles. Read the students' profiles and use the checklist to assess if students are able to use a range of vocabulary and expressions in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**30-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* a. use, in modelled situations,★ the following grammatical elements: – N *mitai desu* – N *to onaji desu* – N *to chigaimasu* – N *to* N *to dochira ga* Adj. *desu ka?* – N *no hou ga* Adj. *desu* – N *ga ichiban* Adj. *desu* – Adj. (stem) + *sou desu* (appearance) – V *ou/you*: volitional form – V *nakutewa ikemasen*/*nakereba narimasen* – V *naku temo iidesu* – V *tara dou desu ka?* – [sentence] *to omoimasu* – noun modifier clause – interrogative noun: *doregurai* – conjunctions: *dakara, mazu, tsugini* – particle *ya*: *mikan ya ringo*

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sorting and Sequencing
Prepare slips of paper, each containing one sentence from a set of sequential instructions. Have the students place the sentences in the correct order and link them together using conjunctions; e.g.,

(First)	ATM	(Insert debit card into the ATM machine.)
(Next)	ID	(Input ID number.)
(Then)	(Choose the amount.)	
(And)	(Take the card from the machine.)	
(Finally)	(Take the money.)	

Note: Post key words with the English definitions on a bulletin board.

Strand	LC–1.4 grammatical elements

Specific Outcome	*Students will be able to:*
	 a. use, in modelled situations,⋆ the following grammatical elements:
	    – N *mitai desu*
	    – N *to onaji desu*
	    – N *to chigaimasu*
	    – N *to* N *to dochira ga* Adj. *desu ka?*
	    – N *no hou ga* Adj. *desu*
	    – N *ga ichiban* Adj. *desu*
	    – Adj. (stem) + *sou desu* (appearance)
	    – V *ou/you*: volitional form
	    – V *nakutewa ikemasen*/*nakereba narimasen*
	    – V *naku temo iidesu*
	    – V *tara dou desu ka?*
	    – [sentence] *to omoimasu*
	    – noun modifier clause
	    – interrogative noun: *doregurai*
	    – conjunctions: *dakara, mazu, tsugini*
	    – particle *ya*: *mikan ya ringo*

⋆ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– use, in modelled situations, the [given] grammatical elements?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the sequencing activity. Observe the students as they order the instructions and use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**30-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,★ the following grammatical elements: – N *ni narimasu* – N *ni shimasu* – person *ni agemasu/moraimasu* – V *tsumori desu* – V *ta/nakatta* (plain past/plain past negative) – *Vnai form* – V *nai de kudasai* – potential verbs – *i*-Adj. *kute/na*-Adj.-*de* – [sentence] + *n desu* – quantity + *gurai/goro* (approximation) – *mou/mada* – counter -*fun*: for minutes – counters for dates – particle *o*: as a marker for place to pass through – particle *no*: indicate relationship

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Gift Culture and Special Days
Have the students research Japanese traditions regarding gift giving, such as   (New Year's money) for New Year's Day,   (chocolate) for Valentine's Day. Have the students use basic sentence patterns to write their own Japanese sentences on the topic; e.g.,

when	who	to whom	what	receive/give
Valentine's Day	Girl	Boy	Chocolate	Give
Mother's Day	Child	Mother	Flower	Give
New Year's Day	Adult	Child	New Year's gift (usually money)	Receive

– (On Valentine's Day, girl(s) give(s) boy(s) chocolate(s).

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,⋆ the following grammatical elements: – N *ni narimasu* – N *ni shimasu* – person *ni agemasu/moraimasu* – V *tsumori desu* – V *ta/nakatta* (plain past/plain past negative) – *Vnai form* – V *nai de kudasai* – potential verbs – *i*-Adj. *kute/na*-Adj.-*de* – [sentence] + *n desu* – quantity + *gurai/goro* (approximation) – *mou/mada* – counter -*fun*: for minutes – counters for dates – particle *o*: as a marker for place to pass through – particle *no*: indicate relationship

⋆ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE TEACHING AND LEARNING ACTIVITIES (continued)

 –   (On Mother's Day, children give mothers flowers.)
 –   (During the New Year, children receive New Year's gift money from adults.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
 –   use, in structured situations, the [given] grammatical elements?

Observation Checklist
Create an outcome-based checklist and share it with the students before they write the sentences. Review the students' sentences and use the checklist to assess if students are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

	General Outcome	**Cluster Heading**	
Language Competence	Students will use Japanese **effectively** and **competently**.	**LC–1** attend to form	**30-3Y**

Strand	LC–1.4 grammatical elements

Specific Outcome	*Students will be able to:*
	c. use, independently and consistently,★ the following grammatical elements:
	  – Adj. (stem) + *sugimasu*
	  – V *yasui/nikui desu*
	  – V₁ *tari* V₂ *tari shimasu*
	  – V *ta hou ga ii desu*
	  – [sentence] *to omoimasu*

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Holiday Diary
Have the students write a short simple diary entry about a holiday, using _____   _____
  (verb endings that imply, We did things such as _____. or We did things like _____.)

    (May 2)

                                (Today it had been raining since morning. So I did things such as watching television and reading books. There was a telephone call from a friend of mine in the evening. We talked about movies, boyfriends and other things. It was not a very exciting day.)

Job Talk
Prepare cards, each with a job written on it. Have the students pick one card, use the word and make a complete sentence; e.g.,

–   (translator):   (I want to become a Japanese translator.)
–   (chef):   (I want to become a famous chef.)

Strand	LC–1.4 grammatical elements

Specific Outcome	*Students will be able to:*
	c. use, independently and consistently,★ the following grammatical elements:
	   – Adj. (stem) + *sugimasu*
	   – V *yasui/nikui desu*
	   – V$_1$ *tari* V$_2$ *tari shimasu*
	   – V *ta hou ga ii desu*
	   – [sentence] *to omoimasu*

    ★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITIES (continued)

Then divide the students into pairs and have them write one suggestion in Japanese about getting a job. Each pair reads out the sentence; e.g.,

       (translator):

A: (How about going to Japan?)

B: (How about studying Japanese at a university?)

C: (How about watching numerous Japanese movies?)

       (chef):

A: (How about eating good food every day?)

B: (How about working part-time at a restaurant during the summer break?

C: (How about watching numerous television cooking shows?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use, independently and consistently, the [given] grammatical elements?

Rubric
Collaboratively create an outcome-based rubric with the students for assessing diary entries. Read the students' diary entries and use the rubric to evaluate how well students are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Rubric or Rubric and Ckecklist).

Informal Observation
Observe students as they say complete sentences using the job words. Make mental notes of the extent to which students are able to use, independently and consistently, the given grammatical elements. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–2** interpret texts	**30-3Y**

Strand	LC–2.1 listening
Specific Outcome	*Students will be able to:* a. understand the main points of short oral texts on familiar topics in unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comprehension Questions
Have the students listen to an audio recording of a conversation between two teenaged Japanese friends, who discuss familiar topics such as their favourite music, television shows, summer jobs and leisure plans. After listening to the conversation, have the students answer a series of questions designed to show their comprehension of the oral text.

Weather Report
As a group, have the students select a few places in Japan to travel to. Locate and play a Japanese national weather report for students. Have the students take note of the report and record what they need to pack; e.g., an umbrella, a hat, sunscreen, warm jacket.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− understand the main points of short oral texts on familiar topics in unguided situations?

Anecdotal Notes
Observe students as they answer the comprehension questions. Note and record how well they are able to understand the main points of short oral texts on familiar topics in unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they discuss what they need to pack and use the checklist to assess if students are able to understand the main points of short oral texts on familiar topics in unguided situations (see sample blackline master in Appendix E: Observation Checklist).

Strand	LC–2.2 reading
Specific Outcome	*Students will be able to:* a. understand short, simple written texts on unfamiliar topics in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Job Advertisement
Divide the students into groups, provide them with a few job advertisements and have them read the advertisements and choose a job to apply for; e.g.,

(Help wanted)
(Part-time job for students)
(Supermarket)
(From 4 p.m. until 7 p.m.)
(Mondays and Thursdays)
1   700   (¥700/hour)

(Help wanted)
(Part-time job)
(Fast-food restaurant)
6   10   (From 6 p.m. until 10 p.m.)
(Saturdays and Sundays)
1   ¥850 (¥850/hour)

Step-by-step Reading
Provide students with a short article from a Japanese magazine aimed at teens. First ask students to scan the article for any helpful words or phrases to guide their reading. Write these words or phrases on the board. Ask students if there are any other clues, such as illustrations, as to what the article might be about. Have the students then read the article individually, trying to read for the general meaning of the article. Then have the students pair up to read through the article together. As a class, discuss/review the content of the article.

Strand	LC–2.2 reading
Specific Outcome	*Students will be able to:* a. understand short, simple written texts on unfamiliar topics in guided situations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   understand short, simple written texts on unfamiliar topics in guided situations?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they read the ads and respond to them and use the checklist to assess if students are able to understand short, simple written texts on unfamiliar topics in guided situations (see sample blackline master in Appendix E: Observation Checklist).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they discuss what they need to pack and use the checklist to assess if students are able to understand short, simple written texts on unfamiliar topics in guided situations (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–2** interpret texts	**30-3Y**

Strand	LC–2.3 viewing and nonverbal interpretation
Specific Outcome	*Students will be able to:* a. derive meaning from multiple visual and other elements in a variety of media, in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Movie Advertisements
Have the students gather information about movies that are being shown in Japan using newspapers, the Internet and entertainment magazines. Have the students select one movie and report what the movie title is in Japanese, where and when they can see it and other information.

Caution: Students should be monitored when using the Internet.

Symbols in Japan
Have the students gather examples of various Japanese traffic/map signs and discuss their possible meanings, comparing them to Canadian signs. Then have the students select three interesting Japanese signs and present their meanings to the class.

Commercial Video Clips
Have the students view Japanese commercial video clips and discuss what each commercial is selling. Have the students also discuss the main idea or the theme of the commercial.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   derive meaning from multiple visual and other elements in a variety of media, in guided situations?

Anecdotal Notes
Observe students as they read the movie advertisements. Note and record how well they are able to derive meaning from multiple visual and other elements in a variety of media, in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

Learning Log
Have the students write in their learning logs about how they were able to derive meaning from the Japanese visual elements. What strategies did they use?

Learning Log
Have the students write in their learning logs about how they were able to derive meaning from visual elements in the commercial video clips. What strategies did they use?

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–3** produce texts	**30-3Y**

Strand	LC–3.1 speaking
Specific Outcome	*Students will be able to:* a. produce short, simple oral texts on familiar topics in unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Telephone Invitations
When working with the lexical fields associated with holidays, celebrations and traditions, have the students record a voice message or a telephone call in which they invite someone to a celebration. To increase the authenticity of the task, have the students write down the invitation message and send it to you via e-mail.

Tour Guide
Have the students choose a tourist destination in Alberta where they would like to take visitors from Japan. Have the students research facts about the place and record a simple description on a podcast as if speaking to the tourists; e.g.,
–   (This is West Edmonton Mall.)
–   (This is one of the world's largest shopping centres.)
–
                                                                                                  (There are over 800 stores. They also have a hotel, a game centre, movie theatres and a water park. Okay, let's go to Galaxyland first.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   produce short, simple oral texts on familiar topics in unguided situations?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Listen to the students' messages and use the checklist to assess if students are able to produce short, simple oral texts on familiar topics in unguided situations (see sample blackline master in Appendix E: Observation Checklist).

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Listen to the students' recordings and use the checklist to assess if students are able to produce short, simple oral texts on familiar topics in unguided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–3** produce texts	**30-3Y**

Strand	LC–3.2 writing
Specific Outcome	*Students will be able to:* a. produce short, simple written texts on familiar topics in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Uninterrupted Writing Time
At the beginning of each class, facilitate five minutes of uninterrupted writing time. Have the students choose a guided topic such as:

–   … (This week I _____.)
–   /   /   (My favourite sport/team/television
     program is _____.)

The results of the uninterrupted writing time are kept in individual student folders and routinely submitted for feedback.

Digital Slide Shows
Divide the students into groups, each of which will select a holiday or celebration in Canada. Have the groups research and gather digital photographs and other graphics, and write a few simple sentences in Japanese introducing the holiday or celebration. Then ask the groups to design and present a digital slide show on their selected topic; e.g.,

–   (July the first is Canada Day.)
–   (It is similar to the Japanese national foundation day
     called Kenkoku-kinenbi.)
–   (It is a school and government holiday.)
–   (We have fireworks,
     parades and parties to celebrate the day.)

Strand	LC–3.2 writing
Specific Outcome	*Students will be able to:* a. produce short, simple written texts on familiar topics in guided and unguided situations

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− produce short, simple written texts on familiar topics in guided and unguided situations?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the writing activity. Have the students use the checklist to determine if they are able to produce short, simple written texts on familiar topics in guided and unguided situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Rubric

Collaboratively create an outcome-based rubric with the students. Watch the students' presentations and use the rubric to evaluate how well students are able to produce short, simple written texts on familiar topics in guided and unguided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–3** produce texts	**30-3Y**

Strand	LC–3.3 representing
Specific Outcome	*Students will be able to:* a. express meaning through the use of multiple visual and other elements in a variety of media, in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Future Story of My Life

Have the students create a digital slide show or Web site to show what they hope their life will be like in the work world, in private life and in the community after they finish school. The presentation should be arranged chronologically from the age of 18. Have the students use images and Japanese narration to tell the future story of their lives.

Extension Activity: Have the students pretend that they are looking back as senior citizens on their lives and write their life stories in the past tense.

Manga as Media

Have the students research the various ways manga is used in Japan, for instance, entertainment, instructional manuals and signs. Have the students create their own manga, possibly using computer programs, and present them to their classmates.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− express meaning through the use of multiple visual and other elements in a variety of media, in guided situations?

Rubric

Collaboratively create an outcome-based rubric with the students. Review the students' presentations and use the rubric to evaluate how well students are able to express meaning through the use of multiple visual and other elements in a variety of media, in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). The rubric will likely assess other outcomes as well.

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they view their peers' presentations. Students use the checklist to determine if their peers are able to express meaning through the use of multiple visual and other elements in a variety of media, in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

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Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–4** interact	**30-3Y**

Strand	LC–4.1 interactive fluency
Specific Outcome	*Students will be able to:* a. manage simple, routine interactions without undue difficulty, with pauses for planning and repair

SAMPLE TEACHING AND LEARNING ACTIVITIES

Telephone Conversations
Have the students learn various words and phrases in Japanese associated with telephone etiquette. With this knowledge and with their previous knowledge of various lexical fields, have the students conduct spontaneous telephone conversations with one another. Encourage the students to pause while thinking of or rephrasing an idea.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– manage simple, routine interactions without undue difficulty, with pauses for planning and repair?

Rating Scale
Create an outcome-based rating scale and share it with the students before they begin the activity. Circulate and observe the students as they participate in telephone conversations and use the rating scale to assess how well students are able to manage simple, routine interactions without undue difficulty, with pauses for planning and repair (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**30-3Y**

Strand	LC–5.1 register
Specific Outcome	*Students will be able to:* a. identity socially appropriate language in specific situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Social Situations
Have the students look through magazines and find articles or advertisements that have images of people interacting in different situations. Gather the images and display them on poster board. Point to a particular image and ask students to give examples of the type of language appropriate for that social situation.

Short Clips of Japanese Interactions
Have the students view video clips showing a variety of social situations. Have the students evaluate whether the language used is appropriate for the situation and record examples of appropriate language used.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify socially appropriate language in specific situations?

Informal Observation
Observe students as they provide examples of appropriate language. Make mental notes of the extent to which students are able to identify socially appropriate language in specific situations. Offer feedback, encouragement and praise as needed.

Learning Log
Have the students write in their learning logs about social appropriate language used in Japan. Have them draw on their personal experiences and prior knowledge related to using appropriate language.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**30-3Y**

Strand	LC–5.1 register
Specific Outcome	*Students will be able to:* b. explore formal and informal uses of language in a variety of contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Situational Role-play
Assign the students different situations in which they must choose to use language in formal or informal ways; e.g., greet a superior at work, greet a friend, talk to an adult neighbour, talk to a guest at the school, ask permission from a principal. Have the students perform role-plays based on these situations in front of the class.

Guest Speakers
When guest speakers visit the class, have students use the appropriate, more polite way of thanking person: (thank you very much) as opposed to   (cheers). Review other vocabulary and phrases appropriate for formal situations.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– explore formal and informal uses of language in a variety of contexts?

Anecdotal Notes
Observe students as they participate in the role-plays. Note and record how well they are able to explore formal and informal uses of language in a variety of contexts (see sample blackline master in Appendix E: Anecdotal Notes).

Informal Observation
Observe students as they interact with the class guest. Make mental notes of the extent to which students are able to explore formal uses of language. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**30-3Y**

Strand	LC–5.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. use learned idiomatic expressions in a variety of contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Idiomatic/Set Expressions

Review various idiomatic/set expressions in Japanese. Prepare pictures that illustrate various idiomatic/set expressions. Divide the students into two groups. Pick one picture at a time and show it to one group. This group has to come up with a correct expression. The other group has to come up with a corresponding expression without seeing the picture; e.g.,

– (Goodbye. /I'm going but I'll be back later.—Goodbye. /I'll see you when you get back.)
– (Goodbye. lit. I will excuse myself and go home before you leave.—Thanks for your hard work.)
– (Thank you. I'll have some.—Thank you for the nice meal.
– (I'm home.—You're back.)
– (Get well soon.—Thank you.)
– (Thank you so much.—Don't mention it.)
– (Thank you.—You are welcome.)
– (Good night.—Night.)

Idiom Poster

Provide students with some simple idiomatic expressions; e.g.,

– (smart, clever), (foolish, unwise), (inflexible)
– (notice, realize), (short temper), (get along), (be distracted)
– (wake up).

After reviewing the meanings of these idiomatic expressions, have the students develop a class poster describing these expressions and post it. Encourage the students to use the expressions and refer to the poster throughout the year.

Strand	LC–5.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. use learned idiomatic expressions in a variety of contexts

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   use learned idiomatic expressions in a variety of contexts?

Anecdotal Notes
Observe students as they act out the idioms. Note and record how well they are able to use learned idiomatic expressions in a variety of contexts (see sample blackline master in Appendix E: Anecdotal Notes).

Learning Log
Have the students reflect on the idioms and how they could or have used them in conversation. Have the students record their favourite idiomatic expression and set goals for using it in the future.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**30-3Y**

Strand	LC–5.3 variations in language
Specific Outcome	*Students will be able to:* a. recognize some influences resulting in variations in language; e.g., age, gender, social status, region

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listen and Watch
Have the students listen to (but not view) a video clip, such as an excerpt from a movie, a soap opera or a commercial, that reflects variations in language found in Japan. Once the students have a clear idea of the characters, stop the video and discuss the voices of the characters. Have the students guess at the genders, ages and social statuses of the speakers. Watch the video to verify student responses.

Audio Recordings
Play a radio broadcast or an announcement in Japanese and have the students discuss the different types of accents they heard and how much they understood. Discuss strategies for understanding people with different accents.

Extension Activity: Have students listen to two different recordings of the same story read by two different readers. Have the students compare the two readings.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize some influences resulting in variations in language?

Learning Log
Have the students write in their learning logs about what clues they used when listening to the voices. Have them describe listening strategies used and reflect on how variations in language can affect comprehension.

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. After the class discussion on language variation, students use the rating scale to assess how well they are able to recognize some influences resulting in variations in language (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**30-3Y**

Strand	LC–5.4 social conventions
Specific Outcome	*Students will be able to:* a. understand and use some common social conventions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Restaurant Visit
Have the students use appropriate social conventions while dining in a Japanese restaurant, where it has been prearranged with the staff to interact with students in Japanese; e.g.,

Waitress: (What would you like to have? lit. What would be your order?)
Guest: (Sashimi bento, please.)
Waitress: (Sashimi bento, is it? What about a drink?)
Guest: (Green tea, please.)
Waitress: (Yes, I've got your order. lit. I understood.)

Visitors Role-play
Review greetings, expressions and manners used by a guest in a Japanese house and have the students role-play visiting a home in Japan; e.g., in Japan, if someone offers you something you don't like, you just thank them for it and leave it. Role-plays could include dialogues such as:

At the entrance:
Host mother: (Welcome, please come in.)
Guest : (Thank you. I'm coming in.)

In the dining room:
Host mother: (Okay, let's have supper.)
Guest: (Let's eat. Bon appetit. lit. I will politely accept.)
Host mother: (Please have some.)
Guest: (It was a very nice meal.)
Host mother: (Would you like a little more?)
Guest: (I am full already. It was really a nice meal.)
Host mother: (Is that right? I'm so glad you liked it. lit. It was nothing special.)

Strand	LC–5.4 social conventions
Specific Outcome	*Students will be able to:* a. understand and use some common social conventions

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   understand and use some common social conventions?

Learning Log
After the restaurant visit, ask the students to reflect on the visit and write about the experience, including how well they understood and used some common social conventions when interacting with staff and each other at the restaurant.

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to understand and use some common social conventions (see sample blackline master in Appendix E: Self-assessment Rating Scale).

	General Outcome Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**30-3Y**
Language Competence			

Strand	LC–5.5 nonverbal communication
Specific Outcome	*Students will be able to:* a. use appropriate nonverbal behaviours in a variety of familiar contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Nonverbal Behaviours
Have the students brainstorm Japanese nonverbal gestures in class. Then have them demonstrate the gestures with a partner. Such gestures might include:

- pointing at one's nose to indicate "me"
- calling someone over with a palm-down waving action meaning "come here"
- bowing appropriately depending on the situation.

Group Work
Encourage the class to use appropriate nonverbal behaviours during group work; e.g., identify themselves by pointing to nose rather than raising their hand. Video record the students as they work together. Play the video recording of the class, pausing once in a while to ask the students to describe the nonverbal gestures shown.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- use appropriate nonverbal behaviours in a variety of familiar contexts?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Watch the students as they practise the nonverbal behaviours and use the checklist to assess if students are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with the students before they begin the group work. After viewing the recording of their group work, students use the checklist to determine if they are able to use appropriate nonverbal behaviours in a variety of familiar contexts. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–5** apply knowledge of the sociolinguistic/ sociocultural context	**30-3Y**

Strand	LC–5.5 nonverbal communication
Specific Outcome	*Students will be able to:* b. identify some nonverbal behaviours that are considered impolite

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Impolite Actions
Introduce students to some inappropriate Japanese nonverbal behaviours such as winking, excessive eye contact, seating arrangement and proximity. Show some video clips of Japanese nonverbal communication. Have the students identify any inappropriate behaviours and discuss their findings with the class. Then have the students compare with their own appropriate and inappropriate nonverbal behaviours.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify some nonverbal behaviours that are considered impolite?

Informal Observation
Observe students as they discuss impolite nonverbal behaviours. Make mental notes of the extent to which students are able to identify some nonverbal behaviours that are considered impolite. Offer feedback, encouragement and praise as needed.

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Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**30-3Y**

Strand	LC–6.1 cohesion/coherence
Specific Outcome	*Students will be able to:* a. organize texts, using common patterns; e.g., straightforward time sequencing

SAMPLE TEACHING AND LEARNING ACTIVITIES

Travel Itinerary
Have the students conduct Internet research on cities and other places they might visit in Japan, as well as flight and train timetables. Have the students organize this material into a slide show presentation or a poster/flyer of a daily itinerary for a trip to Japan and orally present it to the class using expressions such as   (first),   (next),   (and),   (after that) and   (lastly).

Caution: Students should be monitored when using the Internet.

Putting a Story in Order
Cut up sentences from a simple story students know. Have the students put the story in order and exchange their versions with a partner to compare and determine whose version is correct.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– organize texts, using common patterns?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' itineraries and use the checklist to assess if students are able to organize texts, using common patterns (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they order the stories. Students use the checklist to determine if their peers are able to organize texts, using common patterns (see sample blackline master in Appendix E: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**30-3Y**

Strand	LC–6.1 cohesion/coherence
Specific Outcome	*Students will be able to:* b. understand simple references within texts; e.g., demonstratives

SAMPLE TEACHING AND LEARNING ACTIVITIES

Demonstratives

After explaining the functions of demonstratives such as (that over there)╱ (this [near the speaker])╱ (that [near the person being spoken to]), provide a few simple dialogues that include demonstratives. Have the students complete the dialogues by filling in the gaps with correct demonstratives and then act out the dialogues with a partner. Dialogues could include the following:

A: (The movie we saw yesterday was interesting, wasn't it?)

B: (That was good, wasn't it?)

A: (I went to Puket during the summer break.)
B: (Where is that?)

Looking at a photograph with a friend.
A: (Who's this?)
B: (This is my uncle. This is my nephew/niece. This is my boyfriend.)
A: (Wow. He's cool.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– understand simple references within texts?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they complete the dialogues and act them out with their partners and use the checklist to assess if students are able to understand simple references within texts (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**30-3Y**

Strand	LC–6.2 text forms
Specific Outcome	*Students will be able to:* a. recognize a variety of text forms delivered through a variety of media

SAMPLE TEACHING AND LEARNING ACTIVITIES

Unique Text Communications
Show the students examples of text forms ranging in degree of sophistication; e.g., an e-mail message, an editorial in a newspaper, an instruction manual, a recipe. Ask the students to identify each text form and describe its unique characteristics. The students' observations about the text forms can be used as a basis for creating their own versions of these texts at a later date.

Show and Guess
Have a show-and-guess session in which you show a text and ask the students to guess what the item is; e.g.,   (New Year's card), menus, business cards, speeches, advertisements, traffic signs.

Extension Activity: Have students brainstorm and write lists of different types of text forms they know from their daily lives. These lists can be used as future ideas for project work.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize a variety of text forms delivered through a variety of media?

Anecdotal Notes
Observe students as they identify and discuss the text forms. Note and record how well they are able to recognize a variety of text forms delivered through a variety of media (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they guess the text type and use the checklist to assess if students are able to recognize a variety of text forms delivered through a variety of media (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**30-3Y**

Strand	LC–6.2 text forms
Specific Outcome	*Students will be able to:* b. examine the organizational structure of some text forms; e.g., folk tales, newspaper articles, instructions for a game

SAMPLE TEACHING AND LEARNING ACTIVITIES

Rewriting Songs

Divide students into groups of three and discuss the organizational structures used in song writing, e.g., chorus, verse, refrain. Have the groups choose a simple song and identify its structure, then change or move some parts to create new songs. Then have the groups write out their adaptations of the songs and practise them for either a whole-class presentation or an audio recording. Ask the groups to present their songs and post the written copies of the adaptations for student reference.

Oral Text Forms

Have students listen to a Japanese song, a story and a television/radio news/commercial/weather report. Note words they were able to recognize as they listened. Afterward, discuss the types of words and phrases used in the oral text form and draw conclusions about the organizational structure associated with the text form.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− examine the organizational structure of some text forms?

Anecdotal Notes

Observe students as they rework the songs based on their organizational structures. Note and record how well they are able to examine the organizational structure of some text forms (see sample blackline master in Appendix E: Anecdotal Notes).

Informal Observation

Observe students as they discuss the organizational structures of the texts forms. Make mental notes of the extent to which students are able to examine the organizational structure of some text forms. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will use Japanese **effectively** and **competently**.	**Cluster Heading** **LC–6** apply knowledge of how discourse is organized, structured and sequenced	**30-3Y**

Strand	LC–6.3 patterns of social interaction
Specific Outcome	*Students will be able to:* a. initiate interactions, and respond using a variety of social interaction patterns; e.g., request/grant/deny permission

SAMPLE TEACHING AND LEARNING ACTIVITIES

In Japanese, Please!
Review how to use Japanese to borrow objects from classmates or to ask permission from the teacher, and how to respond using a variety of social interaction patterns. Post a list of these common expressions and challenge the students to use only Japanese for these types of interactions. Provide each student with an object and a social status such as teacher, doctor, friend or sibling. Have the students ask one another if they can borrow the object.

Recorded Role-plays
Divide students into groups and have each group create and perform a role-play using simple social interaction patterns learned in class. Video record these role-plays and play them for the students.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   initiate interactions, and respond using a variety of social interaction patterns?

Observation Checklist
Create an outcome-based checklist and share it with the students after the review. After challenging the students, observe them and use the checklist to assess if students are able to initiate interactions, and respond using a variety of social interaction patterns (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students watch the videos of their own role-plays and use the rating scale to assess how well they are able to initiate interactions, and respond using a variety of social interaction patterns (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Global Citizenship

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	Cluster Heading **GC–1** historical and contemporary elements of Japanese culture	**30-3Y**

Strand	GC–1.1 accessing/analyzing cultural knowledge
Specific Outcome	*Students will be able to:* a. formulate questions about elements of Japanese culture

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Inquiry Questions
Brainstorm all the topics related to Japanese culture that have been covered in class. Allow students time to read over the topics and think about them, then have each student contribute at least one specific question related to the topics. Allow students to 'piggyback' on one another's questions and record the students' questions on chart paper to guide future cultural learning and inquiry. Examples of specific questions include:

− Are the electronic games sold in Japan different from the ones sold in Canada?
− What's the most popular television program in Japan?
− Where's the best ski resort in Japan?
− What's it like for a foreigner to live and work in Japan?
− Why do people in Okinawa have the longest life expectancy in the world?

Guest Speakers
Invite guest speakers, e.g., family members, friends, community members, local musical groups/musicians, dance groups, to come and talk to the class; e.g., about martial arts, wearing a kimono, Japanese paper folding, tea ceremony, music (*koto*, *shamisen*, *shakuhachi*, *taiko*), drama. Before the visits, have the students prepare questions to ask the guest speakers.

Strand	GC–1.1 accessing/analyzing cultural knowledge
Specific Outcome	*Students will be able to:* a. formulate questions about elements of Japanese culture

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− formulate questions about elements of Japanese culture?

Learning Log

Have the students review the list of questions and choose several they find interesting. They write these questions in their learning logs along with an explanation of how they would use these questions in future inquiry.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they prepare questions. Students review their questions and use the checklist to determine if they are able to formulate questions about elements of Japanese culture (see sample blackline master in Appendix E: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**30-3Y**

Strand	GC–1.1 accessing/analyzing cultural knowledge
Specific Outcome	*Students will be able to:* b. identify and use a variety of sources of information to find out about Japanese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Research Resources

Have the students complete a diagram of all the resources they can think of that are related to Japanese culture. When doing a research project, have the students find information using a variety of these resources.
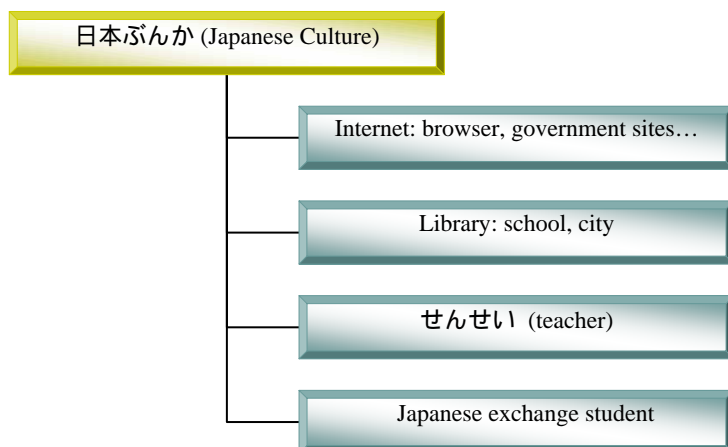
Caution: Students should be monitored when using the Internet.

Extension Activity: Have the students complete a research project using these resources based on the questions formulated in GC–1.1a.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

– identify and use a variety of sources of information to find out about Japanese culture?

Conferencing/Learning Log

When students are at the researching stage, conduct brief one-on-one conferences to gather information about whether students are able to identify and use a variety of sources of information. Have the students write notes from the conference in their learning logs to guide their future learning.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**30-3Y**

Strand	GC–1.2 knowledge of Japanese culture
Specific Outcome	*Students will be able to:* a. explore and identify some elements of Japanese culture that are of personal interest

SAMPLE TEACHING AND LEARNING ACTIVITIES

List of Personal Interests
Ask students to write a list of their own interests, such as fashion, a particular type of music, a particular entertainer or a sport. Based on their own individual interests, have the students choose an area of Japanese culture they would like to investigate further. Provide the students with resources on the topic and support them in their personal inquiries. Have students conduct research, create brief reports and have all reports compiled on a class Wiki.

Internet Exploration
Divide the students into pairs and provide time for them to explore Japanese culture represented on the Internet. Have the students note their favourite Web sites and report on them to the class.

Caution: Students should be monitored when using the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− explore and identify some elements of Japanese culture that are of personal interest?

Learning Log
Have the students write in their learning logs about what they found most interesting about what they learned. Have them reflect on how choosing a topic of personal interest motivated them in their exploration.

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they explore and present. Students use the checklist to determine if their partners are able to explore and identify some elements of Japanese culture that are of personal interest (see sample blackline master in Appendix E: Peer-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**30-3Y**

Strand	GC–1.3 applying cultural knowledge
Specific Outcome	*Students will be able to:* a. apply knowledge of elements of Japanese culture in interactions with people and texts and to interpret cultural behaviour that is different from their own

SAMPLE TEACHING AND LEARNING ACTIVITIES

Culture within Text
Have the students read an authentic Japanese text, such as an advertisement or newspaper article, and note elements of Japanese culture within the text that is different than their own culture. Have the students reflect on and interpret the cultural elements found in the text based on their prior knowledge and previous experiences. Discuss student reflections as a class.

Interacting with a Japanese Guest
When interacting with a Japanese guest, encourage the students to interact with him or her in a way that is culturally appropriate based on their prior learning. After the interaction, have the students describe any cultural behaviours of the guest that were different than their own and interpret what they meant. Have the students reflect on their interactions in groups.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− apply knowledge of elements of Japanese culture in interactions with people and texts and to interpret cultural behavior that is different from their own?

Informal Observation
Observe students as they participate in the class discussion. Make mental notes of the extent to which students are able to apply knowledge of elements of Japanese culture in interactions with people and texts and to interpret cultural behaviour that is different from their own. Offer feedback, encouragement and praise as needed.

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before the guest's visit. After their interaction and group discussion, students use the checklist to determine if they are able to apply knowledge of elements of Japanese culture in interactions with people and texts and to interpret cultural behaviour that is different from their own (see sample blackline master in Appendix E: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**30-3Y**

Strand	GC–1.4 diversity within Japanese culture
Specific Outcome	*Students will be able to:* a. apply knowledge of diverse elements of Japanese culture in interactions with people and texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Home-stay Preparations
Ask students to prepare for a home-stay student (real or imaginary) from Japan. In small groups, have the students brainstorm all the cultural knowledge they would need to remember when hosting a Japanese student. Share and discuss the brainstormed ideas with the whole class.

Extension Activity: Have the students create a "Cultural Reminders" list based on the brainstormed ideas to post in the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   apply knowledge of diverse elements of Japanese culture in interactions with people and texts?

Learning Log
Have the students reflect on the diverse elements of Japanese culture and how they can apply what they have learned in real life situations.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**30-3Y**

Strand	GC–1.5 valuing Japanese culture
Specific Outcome	*Students will be able to:* a. express empathy for those whose cultural behaviour is different from their own

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SAMPLE TEACHING AND LEARNING ACTIVITIES

What Would It Be Like?
Based on their knowledge of life in another country or culture, ask students to think about what life would be like if they lived in that culture for an extended period of time. Have each student write a diary entry as if he or she were a person from this culture, and describe his or her daily life.

Reflection and Interview
Have the students reflect on what life is like for people, particularly Japanese people, who move to or visit Canada and experience Canadian culture for the first time. Have them interview Japanese or other immigrants and record their thoughts and feelings experienced when they first moved to Canada.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– express empathy for those whose cultural behaviour is different from their own?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Read their diary entries and use the checklist to assess if students are able to express empathy for those whose cultural behaviour is different from their own (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. After conducting their interviews, students use the rating scale to assess how well they are able to express empathy for those whose cultural behaviour is different from their own (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–1** historical and contemporary elements of Japanese culture	**30-3Y**

Strand	GC–1.5 valuing Japanese culture
Specific Outcome	*Students will be able to:* b. choose to participate in and contribute to activities and experiences that reflect the culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Anime Showcase
Have the students organize an anime showcase at the school to highlight Japanese popular youth culture. Have the students decide when to hold it, which anime to showcase, how to advertise the event and what else to have at the anime showcase.

Culture Festival
Organize a culture day in which students experience clothing, games, music, crafts/artwork, food and other activities that reflect the culture of Japan. Include other classes in this festival; e.g., physical education, art, music.

Extension Activity: In larger cities, it may be possible to plan a field trip to attend local Japanese cultural activities and festivals. Alternatively, the class could create a Japanese meal such as *sukiyaki*, *okonomiyaki*, *yakisoba* or order in a bento box from a local Japanese restaurant.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   choose to participate in and contribute to activities and experiences that reflect the culture?

Learning Log
After the event, have the students reflect in their learning logs about the experience of participating in and contributing an event that reflects Japanese culture.

Anecdotal Notes
Observe students as they participate in the culture day activities. Note and record how well they are able to choose to participate in and contribute to activities and experiences that reflect the culture (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.1 awareness of first language
Specific Outcome	*Students will be able to:* a. compare oral and written aspects of their first language and Japanese

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reading Aloud
Provide students with a number of phrases, e.g., a question, an exclamation, a statement, in English to read aloud. Ask students to note specifically how their voices change when they are trying to communicate different ideas. Then provide phrases to students in Japanese and ask them to read the phrases using expression in their voices. Have the students then compare their readings in English with those in Japanese.

Reading Aloud Katakana Words
Provide students with a list of katakana words. Read through this list with students and discuss the differences and similarities between Japanese and another language. Then divide students into pairs and have each pair complete a Venn diagram illustrating the similarities and differences between the two languages.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– compare oral and written aspects of their first language and Japanese?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to compare oral and written aspects of their first language and Japanese (see sample blackline master in Appendix E: Self-assessment Checklist).

Anecdotal Notes
Observe students as they discuss the differences and similarities between languages. Note and record how well they are able to compare oral and written aspects of their first language and Japanese (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.1 awareness of first language
Specific Outcome	*Students will be able to:* b. identify some words in their first language that have been borrowed from Japanese

SAMPLE TEACHING AND LEARNING ACTIVITIES

Borrowed Words

In pairs or small groups, have the students compose lists of English words derived from Japanese. They may need to use an English language dictionary to complete the task. Have the students also explain their meanings and guess as to why the words were borrowed in the first place. Examples of English words derived from Japanese include:

− tsunami
− bonsai
− karate
− karaoke.

Extension Activity: Discuss with students the reasons for more Japanese words being used in the English language; e.g.,

− Japanese video games
− Japanese restaurants
− Japanese products
− Japanese manga
− Japanese anime.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify some words in their first language that have been borrowed from Japanese?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they investigate and discuss borrowed words and use the checklist to assess if students are able to identify some words in their first language that have been borrowed from Japanese (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* a. recognize that languages can be grouped into families based on common origins

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Language Family Think–Pair–Share
Pose questions for class discussion about language families such as:

–   What languages do you think English is related to? Why?
–   Do you think Korean and Japanese might be related languages?
–   How can the Japanese word for flower,   , be derived from a Polynesian word?
–   How can Finnish and Japanese be remotely related languages?

Have the students begin the process of answering questions by thinking about it for one minute, then sharing ideas with a partner for two to three minutes, and then discussing the idea with the entire group. As a summary, discuss how languages are grouped together in families and why. Provide the students with an explanation of the various linguistic family trees; e.g., the Indo-European language family, the Altaic language family.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   recognize that languages can be grouped into families based common origins?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the think–pair–share activity. Observe the students as they discuss the questions and language families and use the checklist to assess if students are able to recognize that languages can be grouped into families based on common origins (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* b. explore how and why languages borrow from one another

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming and Discussion
Ask students to brainstorm in small groups all the words they can think of in English that have been borrowed from other languages. English language dictionaries may be helpful for this task. If possible, have the students say from which language each word is borrowed. Once a class list of borrowed words is assembled, have the students contribute possible reasons in a class discussion as to why words have been borrowed. Evaluate students' responses and provide details and guidance when necessary.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– explore how and why languages borrow from one another?

Informal Checklist
Observe students as they brainstorm and discuss borrowed words. Make mental notes on the extent to which students are able to explore how and why languages borrow from one another. Offer feedback, encouragement and praise as needed.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* a. identify some influences on the development of their personal cultural identity

SAMPLE TEACHING AND LEARNING ACTIVITIES

My Influences Diagram

Have the students reflect on their own lives and use a graphic organizer to draw a diagram of the influences on their personal cultural identities; e.g.,
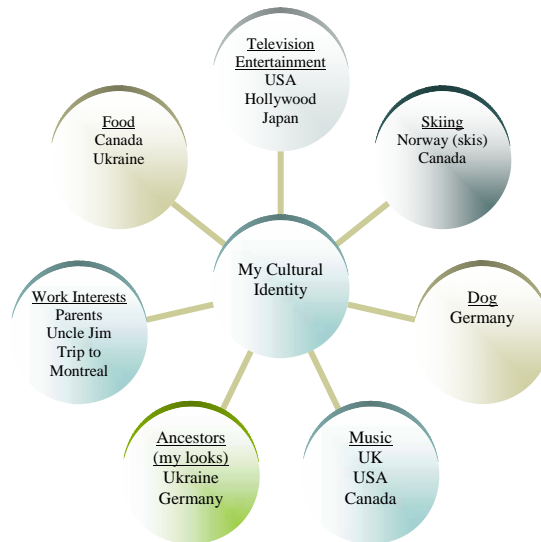
SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify some influences on the development of their personal cultural identity?

Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to identify some influences on the development of their personal cultural identity. Offer feedback, encouragement and praise as needed.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* a. recognize that within any culture there are important differences in the way people speak and behave

SAMPLE TEACHING AND LEARNING ACTIVITIES

Nonverbal Behaviours
Have the students research, either through tools like the Internet or by asking various individuals, the meanings of gestures and nonverbal behaviours specific to different people, such as teenagers, young children, business people, tradespeople and people from different parts of the same country. Then ask the students to share the results of their research in class and discuss, as a class, the importance of understanding such gestures and recognizing that within any culture there are important differences in the way people behave.

Caution: Students should be monitored when using the Internet.

Video Clips
View video clips of a variety of people; e.g., young, older, urban, rural. Ask students to recognize the differences in the way people speak and take note of their observations. Divide the students into groups and have them compare their observations and draw some conclusions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize that within any culture there are important differences in the way people speak and behave?

Informal Observation
Observe the students as they participate in the class discussion. Make mental notes of the extent to which students are able to recognize that within any culture there are important differences in the way people behave. Offer feedback, encouragement and praise as needed.

Learning Log
Have the students record in their learning logs the differences in how the various people spoke in the videos. Have them draw on their own experiences to reflect on the important differences in the way people speak.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* b. identify some of the factors that affect the culture of a particular region

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Culture in My Community
Ask the students to consider the area of the province they live in and the cultures that are represented there. Ask the students to think about the factors have influenced the culture of their area and record them in a chart or diagram that paints a picture of the influences on the cultures of their community.

Cultural Effects
Show pictures of regions of Japan and discuss with the students how geography (location), climate or resources have various effects on culture; e.g., jobs, festivals, celebrations. Have the students create cause-and-effect diagrams to show the relationship between these factors and the Japanese culture.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− identify some of the factors that affect the culture of a particular region?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' diagrams and use the checklist to assess if students are able to identify some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Informal Observation
Observe students as they create course and effect diagrams. Make mental notes of the extent to which students are able to identify some of the factors that affect the culture of a particular region. Offer feedback, encouragement and praise as needed.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* a. recognize and acknowledge different perspectives

SAMPLE TEACHING AND LEARNING ACTIVITIES

Education Differences

Ask the students to research the education systems in different countries such as Japan, Canada, Cuba, France and the United States. For example, students names can look at how long students are legally mandated to attend school, how much it costs on average to attend university and what percentage of students complete senior high school.

Have the students organize this information in a chart and make general summary statements about that country or culture's attitude toward education. These statements can be discussed and/or debated in class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize and acknowledge different perspectives?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' charts and observe them during class discussion and use the checklist to assess if students are able to recognize and acknowledge different perspectives (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* a. examine stereotypical thinking

SAMPLE TEACHING AND LEARNING ACTIVITIES

Stereotyping
Have the students contribute examples of what could be considered a stereotype and compile a list of contributions on the board or on chart paper. Facilitate a class discussion of why these specific stereotypes exist, e.g., people create stereotypes to try and simplify how they can think about a complex issue or because they don't know much about a culture, and the negative impacts of stereotyping.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– examine stereotypical thinking?

Learning Log
Have the students reflect in their learning logs about the experience of examining stereotypes. Ask them to honestly reflect on their own participation in perpetuating stereotypes, and/or their experience of being subject to stereotyping.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–2** affirming diversity	**30-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* b. identify and use resources to make contact with other countries and cultures

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Pen Pals and E-mail Pals
Have the students exchange letters and/or e-mails with students in Japan or other countries. Arrange to have the students chat with another class in Japan. Discuss other methods of communication with people in other countries; e.g., social network service.

Brainstorm
Divide the class in half and have each group brainstorm some of the ways in which they could contact others in different countries and cultures. Start with resources in your community, then in Alberta, then in Canada. Share the results of the brainstorming as a class and create a wall display for the classroom.

Extension Activity: Have the students choose a method of contacting others in different countries and cultures and use it to communicate with various people.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify and use resources to make contact with other countries and cultures?

Learning Log
Have the students write in their learning logs about what type of information they would like to exchange with their pen pal from another culture in the future. Have them set goals for using resources to make contact with other countries and cultures.

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they brainstorm and use the checklist to assess if students are able to identify and use resources to make contact with other countries and cultures (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–3** personal growth and career opportunities	**30-3Y**

Strand	GC–3.1 Japanese language and culture
Specific Outcome	*Students will be able to:* a. identify aspects of Japanese language and culture that are of personal interest

SAMPLE TEACHING AND LEARNING ACTIVITIES

Why Take Japanese?
Have the students create a short video, brochure, digital slide show or poster, aimed at Grade 9 students, promoting taking Japanese in senior high school. Have the students focus on a particular area of Japanese language and culture that interests them and use that as the focus to create their own unique promotional material.

Class Video
Have the students brainstorm aspects of Japanese language and culture that are of personal interest to them. Have the students create a class video in which each student his or her favourite aspect of Japanese language and culture and explains why it is his or her favourite. Play the video during an open house.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify aspects of Japanese language and culture that are of personal interest?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Review the students' promotional material and use the checklist to assess if students are able to identify aspects of Japanese language and culture that are of personal interest (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Anecdotal Notes
Observe students as they brainstorm and describe their favourite aspects of Japanese language and culture. Note and record how well they are able to identify aspects of Japanese language and culture that are of personal interest (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–3** personal growth and career opportunities	**30-3Y**

Strand	GC–3.1 Japanese language and culture
Specific Outcome	*Students will be able to:* b. identify personal and career opportunities related to the study of Japanese

SAMPLE TEACHING AND LEARNING ACTIVITIES

Golden Opportunity
Have the students pretend that the government is going to give them "one free year" to do anything they like, as long as it involves studying Japanese. What would they do? Would they go to a Japanese university? What part of Japan would they live in? What types of places would they visit? Have the students write about their year in their learning logs.

Career Exploration
 Have the students brainstorm jobs or careers for which they think Japanese would be useful. Students could research career booklets or the Internet for language-related careers; e.g., http://alis.gov.ab.ca. Have the students identify jobs in a variety of areas; e.g.,

- hospitality
- business
- travel
- manufacturing
- science
- food preparation/service
- government.

Have the students choose one career opportunity and write a paragraph in which they imagine themselves in that career. In the paragraph, have students describe how they would use their knowledge of Japanese language and/or culture.

Caution: Students should be monitored when using the Internet.

Strand	GC–3.1 Japanese language and culture
Specific Outcome	*Students will be able to:* b. identify personal and career opportunities related to the study of Japanese

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- identify personal and career opportunities related to the study of Japanese?

Anecdotal Notes
Review the students' learning log entries. Note and record how well they are able to identify personal and career opportunities related to the study of Japanese (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they brainstorm, research and read their paragraphs, and use the checklist to assess if students are able to identify career opportunities related to the study of Japanese (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–3** personal growth and career opportunities	**30-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* a. identify aspects of various languages and cultures that are of personal interest

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Goals
Look at a world map and ask students to find a country or culture that interests them. Ask the students to think about what interests them about that country or culture and what they would like to learn about it. Then have the students write a series of personal goals in relation to the chosen culture; e.g.,

– "I would like to learn some conversational Spanish."
– "I would like to visit Barcelona to see my relatives."

Also have the students describe how they could achieve these personal goals.

Cultural Fair
Attend a school or community cultural fair and have the students reflect on why they like to learn about other languages and cultures. Have the students consider their personal interests and complete the following statements:
– Three interesting things I learned about other cultures: _____.
– The most interesting thing I learned about another language: _____.
– I would like to learn more about _____ because: _____.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify aspects of various languages and cultures that are of personal interest?

Learning Log
In their learning logs, have the students write their specific personal goals regarding languages and culture and how they think they can achieve them.

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they attend the cultural fair. After they complete their reflections, students use the checklist to determine if they are able to identify aspects of various languages and cultures that are of personal interest (see sample blackline master in Appendix E: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**	**Cluster Heading** **GC–3** personal growth and career opportunities	**30-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* b. identify personal and career opportunities related to the study of international languages and cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Open House Posters
Have the students use a digital publishing software program to create pamphlets and brochures that highlight personal and career opportunities that can be realized by learning international languages. Have the students distribute materials at school events like an open house and parent–teacher–student interviews.

Career Exploration
Have the students brainstorm jobs or careers for which they think knowledge of a second language or culture would be useful. Have the students research career booklets or the Internet for language-related careers, e.g., http://alis.gov.ab.ca, and identify jobs in a variety of areas; e.g.,

- hospitality
- business
- travel
- manufacturing
- science
- food preparation/service
- government.

Have the students choose one career opportunity and write a paragraph in which they imagine themselves in that career. In the paragraph, have students describe how they would use their knowledge of a second language and/or culture.

Caution: Students should be monitored when using the Internet.

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* b. identify personal and career opportunities related to the study of international languages and cultures

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
−   identify personal and career opportunities related to the study of international languages and cultures?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they create pamphlets and brochures. Students use the checklist to determine if their peers are able to identify personal and career opportunities related to the study of international languages and cultures (see sample blackline master in Appendix E: Peer-assessment Checklist).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they brainstorm and research, read their paragraphs and use the checklist to assess if students are able to identify career opportunities related to the study of international languages and cultures (see sample blackline master in Appendix E: Observation Checklist).

Strategies

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**30-3Y**

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Japanese or in their own language

SAMPLE TEACHING AND LEARNING ACTIVITIES

How to Use a Dictionary
Have the students create a "how-to" for using Japanese–English dictionaries (printed or online). Have the students copy down an entry for a word from a Japanese–English dictionary exactly as it appears in the dictionary. Working individually or with a partner, have the students identify what every part of the entry means, including abbreviations and what is written in parentheses. Use this work to create classroom posters in which dictionary entries are labelled and explained.

First and Last Paragraphs
Provide the students with a short magazine article or an editorial written in Japanese. Tell the students to read the first and last paragraphs, or the first and last few lines if the written text is shorter.

After this brief reading, have the students write down a few notes about what they think the article is about. The entire article is then read to verify their predictions and students participate in a discussion about how prediction can help improve their comprehension skills.

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Japanese or in their own language

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− select and use a variety of cognitive strategies to enhance language learning?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they create the classroom displays. Students use the checklist to determine if their peers are able to use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students as they discuss the prediction strategy and use the checklist to assess if students are able to select and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

| Strategies | **General Outcome**
Students will know and use strategies to maximize the **effectiveness** of learning and communication. | **Cluster Heading**
S–1 language learning | **30-3Y** |

Strand	S–1.2 metacognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log

SAMPLE TEACHING AND LEARNING ACTIVITIES

Monitoring Speech for Errors

Facilitate a short, unscripted oral interaction in Japanese among the students. Tell students that, during the interaction, they are to record a check mark every time they think they made an error. Remind them that it does not matter how many errors they record and that they should honestly record when they think they have made an error.

After the interaction, have the students write a description of the kinds of errors they think they made, then count how many of the errors they feel were the kind of errors that seriously impaired communication and require correction.

Facilitate a class discussion in which students gain a realistic understanding of the errors they make when communicating in Japanese. Remind students that, when they are interacting in Japanese, they can realistically expect to make several errors but that those errors may not impair their communication.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– select and use a variety of metacognitive strategies to enhance language learning?

Learning Log

Have the students reflect in their learning logs on the experience of monitoring their speech for errors, and have them set goals for improvement in the future.

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**S–1** language learning	**30-3Y**

Strand	S–1.3 social/affective
Specific Outcome	*Students will be able to:* a. select and use a variety of social and affective strategies to enhance language learning; e.g., reduce anxiety by using mental techniques

SAMPLE TEACHING AND LEARNING ACTIVITIES

Constructive Feedback
Have the students exchange a written piece with their classmates. After reading, the students ask their peers for feedback and work together to improve the text. Encourage students to recognize that making mistakes is a natural part of language learning.

Work Together to Interpret
Divide the students into groups and have them work together to interpret a short text in Japanese. Have every student in the group take a turn reading the text before they begin. Have the groups summarize the text and present their summaries to the rest of the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– select and use a variety of social and affective strategies to enhance language learning?

Informal Observation
Observe students as they work together to interpret the text. Make mental notes of the extent to which students are able to select and use a variety of social and affective strategies to enhance language learning. Offer feedback, encouragement and praise as needed.

Learning Log
After working to understand a text, students reflect on their learning and on how well they were able to use social and affective strategies to enhance language learning. For example:
– Strategies that are effective for me are _____.
– I learned that _____.

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**S–2** language use	**30-3Y**

Strand	S–2.1 interactive
Specific Outcome	*Students will be able to:* a. select and use a variety of interactive strategies to enhance language use; e.g., ask for confirmation that a form used is correct

SAMPLE TEACHING AND LEARNING ACTIVITIES

Mutual Understanding
Have the students prepare to exchange basic information with someone else based on pre-established topics. During the exchange of information, have the students summarize each other's information; e.g., before providing their own information, students briefly summarize what the other person said, even if it is in abbreviated form. Encourage the students to use this strategy during future group work.

Is This Right?
Encourage the students to seek confirmation from another speaker or writer of Japanese that their language use is correct; e.g.,

– (Is this okay?)
– (Is this correct?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– select and use a variety of interactive strategies to enhance language use?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Observe the students during the summary activity and then later during group work and use the checklist to assess if students are able to select and use a variety of interactive strategies to enhance language use (see sample blackline master in Appendix E: Observation Checklist).

Informal Observation
Observe students as they interact with other Japanese speakers and writers. Make mental notes of the extent to which students are able to select and use a variety of interactive strategies to enhance language use. Offer feedback, encouragement and praise as needed.

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–2** language use	**30-3Y**

Strand	S–2.2 interpretive
Specific Outcome	*Students will be able to:* a. select and use a variety of interpretive strategies to enhance language use; e.g., prepare questions or a guide to note down information found in a text

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interpreting New Kanji
Have the students use their previous knowledge of kanji radicals to interpret new kanji; e.g., students have learned previously that kanji for divide/minute   uses the sword   radical, so they try and guess what   might mean. A building or roof can be shown by   ; so the compound   could be a garage.

Summarizing Text
Divide the students into groups and have them read a text and summarize it. Have the groups use strategies such as preparing questions to help them note information found in the text (e.g., 4Ws and 1H), looking for key words and rereading several times to improve understanding.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− select and use a variety of interpretive strategies to enhance language use?

Learning Log
Have the students reflect in the learning logs on other ways that they have used their prior knowledge when learning new things. Did it help them understand the new concept more easily?

Anecdotal Notes
Observe students as they use various strategies to summarize the text. Note and record how well they are able to select and use a variety of interpretive strategies to enhance language use (see sample blackline master in Appendix E: Anecdotal Notes).

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–2** language use	**30-3Y**

Strand	S–2.3 productive
Specific Outcome	*Students will be able to:* a. select and use a variety of productive strategies to enhance language use; e.g., use resources to increase vocabulary

SAMPLE TEACHING AND LEARNING ACTIVITIES

Where Do I Look

As students engage in interactive fluency activities with one another, ask them to quickly write down, in English or Japanese, vocabulary words that would have helped them complete the task more successfully but that they were not able to remember at the time.

After a period of time, ask students to look at the list and for each one note the most efficient way of finding out the word; e.g., one particular word on the list may be found on a poster in the classroom, while another word might require looking in the dictionary.

Encourage students to use these resources to find vocabulary words when interacting in Japanese.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– select and use a variety of productive strategies to enhance language use?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. After engaging in interactive fluency activities, students use the checklist to determine if they are able to select and use a variety of productive strategies to enhance language use. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Strategies	**General Outcome** Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**30-3Y**

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Fact versus Opinion

While students are conducting research on a particular topic, facilitate a class discussion about how to distinguish between fact and opinion; e.g., when information is given by an individual in a quotation in a written text, students examine the various factors that may determine if the individual's statement is fact or opinion. These factors may include the speaker's intentions or agenda, background, age, political views or religious beliefs. Divide students into small groups and provide each group with a contemporary quotation from the news. Have each group discuss the quotation and determine whether it is more fact-based or opinion-based and why.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– select and use a variety of cognitive strategies to enhance general learning?

Learning Log

As a result of the discussion, have the students write guidelines for distinguishing between fact and opinion in their learning logs. Have the students reflect on times they have had to distinguish between fact and opinion in the past.

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**S–3** general learning	**30-3Y**

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of metacognitive strategies to enhance general learning; e.g., reflect on their tasks

SAMPLE TEACHING AND LEARNING ACTIVITIES

Plan for Success
Ask the students to think about a task they were very successful at in class and write down their ideas as to why they were successful. Then ask students to think of a task they completed in class in which they were not as successful and think about why. Invite the students to create a plan for success in which they decide which strategies could be applied to their future learning and what they might like to avoid.

Planning for a Task
Before beginning a task, have the students plan the steps they will take to complete the task. For example, the students make a plan for a visit to a bilingual elementary class to present their play. They jot down different jobs they need to do; e.g., who is responsible for making the backdrop, getting materials. They write down the process in their learning logs to check their own progress and also to check if they have followed their plan.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   select and use a variety of metacognitive strategies to enhance general learning?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they assess the plans for success. Students exchange their plans with a partner and use the checklist to determine if their peers are able select and use a variety of metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students review their plans and use the rating scale to assess how well they are able to select and use a variety of metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use strategies to maximize the **effectiveness** of learning and communication.	**S–3** general learning	**30-3Y**

Strand	S–3.3 social/affective
Specific Outcome	*Students will be able to:* a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks

SAMPLE TEACHING AND LEARNING ACTIVITIES

Plan for Success, Part 2
As part of the process outlined for the Plan for Success activity in outcome S–3.2a, have the students decide how they could support one another in being as successful as possible; e.g., students may say, "I notice that when I get frustrated, I give up. I will tell my friend when I am getting frustrated and he or she will encourage me to take a break, or will offer to look over my work to give me suggestions."

Group Problem Solving
Have the students design board games for the younger classes. They have to make decisions such as what materials they are going to use and what concepts they are going to reinforce. When they encounter an issue or a problem, they follow a simple problem-solving model to find a solution. Encourage students to take risks, even though they might make mistakes.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   select and use a variety of social and affective strategies to enhance general learning?

Anecdotal Notes
Observe the students as they note how they could ask for support from others and offer their support to others. Note and record how well they are able to select and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Anecdotal Notes).

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the group work. After the group work, students use the checklist to determine if they are able to select and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Checklist).

Appendices

Appendix A: Specific Outcomes Chart

10-3Y LEVEL

A–1 to impart and receive information		10-3Y LEVEL
A–1.1 share factual information	a. identify and describe concrete people, places and things b. ask for and provide basic information c. respond to simple, predictable questions	**NOTES:**

A–2 to express feelings and personal perspectives		10-3Y LEVEL
A–2.1 share ideas, thoughts, feelings, opinions, preferences	a. express a personal response and simple preferences b. inquire about and express likes and dislikes c. identify favourite people, places or things d. identify feelings	**NOTES:**

A–3 to get things done		10-3Y LEVEL
A–3.1 guide actions of others	a. indicate basic needs and wants b. give and respond to simple oral instructions or commands c. suggest a course of action, and respond to a suggestion	**NOTES:**
A–3.2 state personal actions	a. respond to offers and instructions b. indicate choice from among several options c. state personal actions in the present or future	

		NOTES:
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to act appropriately c. ask for help or clarification of what is being said or done in the group	

A–4 to form, maintain and change interpersonal relationships		10-3Y LEVEL
A–4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance, and introduce themselves c. exchange some basic personal information; e.g., name, age d. apologize and respond to apology e. express and respond to gratitude f. gain another's attention	NOTES:

A–5 to extend their knowledge of the world		10-3Y LEVEL
A–5.1 discover and explore	a. explore the immediate environment in a variety of ways b. make and talk about personal observations	NOTES:
A–5.2 gather and organize information	a. gather simple information b. organize and sequence items in different ways c. compare and contrast items in simple ways	
A–5.3 solve problems	a. participate in problem-solving situations b. choose between alternative solutions	
A–5.4 explore opinions and values	a. listen attentively to the thoughts expressed b. respond sensitively to the ideas and works of others c. make connections between behaviour and values	

A–6	for imaginative purposes and personal enjoyment		10-3Y LEVEL
A–6.1 humour/fun	a. use the language for fun; e.g., learn simple riddles and songs	**NOTES:**	
A–6.2 creative/aesthetic purposes	a. use the language creatively		
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to favourite Japanese music		

LC–1	attend to form		10-3Y LEVEL
LC–1.1 sound system	a. pronounce some common words and phrases properly b. use intonation to express meaning c. distinguish particular Japanese sounds d. recognize and pronounce most kana-based (moraic) sounds e. recognize familiar borrowed words	**NOTES:**	
LC–1.2 writing systems	a. recognize how Japanese text is oriented b. recognize, read and write hiragana c. recognize some familiar katakana words d. identify the function of the three writing systems		

		NOTES:
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • self • people around me • daily activities • school • food • any other lexical fields that meet their needs and interests	
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • V *te kudasai* • V *tai desu* • interrogative noun: *dou, dore* • demonstratives: *kono, sono, ano* • particle *ni*: destination *ni ikimasu/kimasu* • particle *yo/ne* • conjunctions: *soshite/sorekara, demo*	

Legend

N means noun
V means verb
L means location
A means *i*-adjective
NaA means *na*-adjective

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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

LC–1 attend to form (continued)		10-3Y LEVEL
LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: • *i*-Adj. (stem) + *ku nai desu* • V *mashita* • V *mashou* • V *masen ka?* • interrogative nouns: *doko, itsu* • demonstratives: *koko, soko, asoko* • counters for things: *hitotsu, futatsu, mittsu …* • counters for people: *hitori, futari, san nin …* • particle *de*: place • particle *ni*: time *ni*	**NOTES:**

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

LC–1.4 grammatical elements	c. use, independently and consistently,[3] the following grammatical elements: • N *desu* • N *ja nai desu/ja arimasen* • N *wa arimasu/imasu ka?* • N *o kudasai* • N *ga (ichiban) suki desu* • N *ga ii desu* • *i*-Adj. *desu* • V *masu* form with some frequently used verbs • interrogative nouns + *desu ka?: nan, dare* • demonstratives*: kore, sore, are* • numbers: 1–100 • o'clock: 1–12 + *-ji* • particle *wa* as the topic marker • particle *to*: *kanada to nihon* • particle *mo* • particle *no*: possession marker • particle *o*: as an object marker • ending particle *ka* as the question marker	**NOTES:**

LC–2   interpret texts   **10-3Y LEVEL**

LC–2.1 listening	a. understand a series of simple oral sentences on familiar topics in guided situations	**NOTES:**
LC–2.2 reading	a. understand simple written sentences on familiar topics in guided situations	

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–2	interpret texts (continued)		10-3Y LEVEL
LC–2.3 viewing and nonverbal interpretation	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	**NOTES:**	

LC–3	produce texts		10-3Y LEVEL
LC–3.1 speaking	a. produce oral phrases and simple oral sentences on familiar topics in guided situations	**NOTES:**	
LC–3.2 writing	a. produce written phrases and simple written sentences on familiar topics in guided situations		
LC–3.3 representing	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations		

LC–4	interact		10-3Y LEVEL
LC–4.1 interactive fluency	a. engage in simple interactions, using short, isolated lexical phrases	**NOTES:**	

LC–5	apply knowledge of the sociolinguistic/sociocultural context		10-3Y LEVEL
LC–5.1 register	a. distinguish between formal and informal situations b. address others appropriately c. recognize that some words are inappropriate in certain contexts	**NOTES:**	
LC–5.2 idiomatic expressions	a. understand and use some simple idiomatic expressions as set phrases		

			NOTES:
LC–5	**apply knowledge of the sociolinguistic/sociocultural context** (continued)		**10-3Y LEVEL**
LC–5.3 variations in language	a. experience a variety of voices b. acknowledge and accept individual differences in speech		**NOTES:**
LC–5.4 social conventions	a. use basic conventions of politeness b. use appropriate oral forms of address for people frequently encountered		
LC–5.5 nonverbal communication	a. understand the meaning of and imitate some common nonverbal behaviours used in Japanese culture b. experiment with using some simple nonverbal means of communication		
LC–6	**apply knowledge of how discourse is organized, structured and sequenced**		**10-3Y LEVEL**
LC–6.1 cohesion/ coherence	a. link words in simple ways; e.g., *to* b. understand the basic usage of the topic marker "*wa*" in discourse		**NOTES:**
LC–6.2 text forms	a. experience a variety of oral text forms b. recognize some simple oral and print text forms; e.g., lists, letters, stories, songs		
LC–6.3 patterns of social interaction	a. initiate and respond to basic social interaction patterns; e.g., question–answer		

GC–1 historical and contemporary elements of Japanese Culture		10-3Y LEVEL
GC–1.1 accessing/analyzing cultural knowledge	a. inquire about elements of Japanese culture experienced in class, using English if necessary b. make observations of Japanese culture; e.g., as it is portrayed in texts and in the community	**NOTES:**
GC–1.2 knowledge of Japanese culture	a. participate in activities and experiences that reflect elements of Japanese culture	
GC–1.3 applying cultural knowledge	a. identify elements of Japanese culture in the classroom, school and community	
GC–1.4 diversity within Japanese culture	a. experience diverse elements of Japanese culture b. identify some elements that reflect diversity within Japanese culture	
GC–1.5 valuing Japanese culture	a. participate in cultural activities and experiences	

GC–2 affirming diversity		10-3Y LEVEL
GC–2.1 awareness of first language	a. identify differences between their first language and Japanese	**NOTES:**

GC–2 affirming diversity (continued)			10-3Y LEVEL
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify differences and similarities among words and writing systems from different languages within their personal experience	**NOTES:**	
GC–2.3 awareness of own culture	a. explore and recognize similarities and differences between their own culture and other cultures		
GC–2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures b. recognize that a variety of cultural practices are followed by their classmates and different groups in their community		
GC–2.5 valuing diversity	a. work and interact with others who are different		
GC–2.6 intercultural skills	a. adapt to new situations b. listen with attention to the opinions of others c. initiate and maintain new relationships		
GC–3 personal growth and career opportunities			10-3Y LEVEL
GC–3.1 Japanese language and culture	a. suggest some reasons for learning Japanese	**NOTES:**	

GC–3	personal growth and future opportunities (continued)		10-3Y LEVEL
GC–3.2 cultural and linguistic diversity	a. identify some reasons for learning additional languages b. explore some reasons for participating in activities and experiences that reflect elements of different cultures	**NOTES:**	

S–1	language learning		10-3Y LEVEL
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud, use mental images to remember new information and writing systems	**NOTES:**	
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language		
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek assistance to interpret a text		

S–2	language use		10-3Y LEVEL
S–2.1 interactive	a. use simple interactive strategies, with guidance, to enhance language use; e.g., indicate lack of understanding verbally or nonverbally	**NOTES:**	
S–2.2 interpretive	a. use simple interpretive strategies, with guidance, to enhance language use; e.g., use illustrations to aid reading comprehension		
S–2.3 productive	a. use simple productive strategies, with guidance, to enhance language use; e.g., copy what others say or write, use words that are visible in the immediate environment		

S–3	general learning	10-3Y LEVEL
S–3.1 cognitive	a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning	**NOTES:**
S–3.2 metacognitive	a. use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning	
S–3.3 social/affective	a. use simple social and affective strategies to enhance general learning; e.g., seek help from others	

20-3Y LEVEL

A–1 to impart and receive information	20-3Y LEVEL
A–1.1 share factual information	a. ask for and provide information on a range of familiar topics b. describe a series or a sequence of events or actions	**NOTES:**

A–2 to express feelings and personal perspectives	20-3Y LEVEL
A–2.1 share ideas, thoughts, feelings, opinions, preferences	a. express a personal response to a variety of situations b. record and share thoughts and ideas with others c. respond to and express feelings	**NOTES:**

A–3 to get things done	20-3Y LEVEL
A–3.1 guide actions of others	a. make and respond to a variety of simple requests b. seek, grant or withhold permission c. encourage or discourage others from a course of action d. give and follow a simple sequence of instructions	**NOTES:**
A–3.2 state personal actions	a. express a wish or a desire to do something b. make an offer and an invitation, and respond to offers and invitations made by others c. state personal actions in the past	

A–3	to get things done (continued)		20-3Y LEVEL
A–3.3 manage group actions	a. suggest, initiate or direct action in group activities b. encourage other group members to participate c. assume a variety of roles and responsibilities as group members d. negotiate in a simple way with peers in small-group tasks e. check for agreement and understanding f. express disagreement in an appropriate way	**NOTES:**	

A–4	to form, maintain and change interpersonal relationships		20-3Y LEVEL
A–4.1 manage personal relationships	a. refuse politely b. talk about themselves, and respond to the talk of others by showing attention and interest c. make and break social engagements d. initiate relationships; e.g., invite others to join a group e. give and respond to compliments	**NOTES:**	

A–5	to extend their knowledge of the world		20-3Y LEVEL
A–5.1 discover and explore	a. explore classification systems and criteria for categories b. discover relationships and patterns	**NOTES:**	
A–5.2 gather and organize information	a. record and share personal knowledge of a topic b. compose questions to guide research c. identify sources of information used d. record observations		
A–5.3 solve problems	a. identify and describe a problem b. offer solutions c. participate in problem-solving processes		

A–5	to extend their knowledge of the world (continued)		20-3Y LEVEL
A–5.4 explore opinions and values	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience c. recognize and respect differences of opinion	**NOTES:**	

A–6	for imaginative purposes and personal enjoyment		20-3Y LEVEL
A–6.1 humour/fun	a. use the language for fun and to interpret humour through a variety of activities	**NOTES:**	
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language		
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., use the Internet to explore Japanese culture		

LC–1	attend to form		20-3Y LEVEL
LC–1.1 sound system	a. pronounce familiar words or phrases properly b. recognize some of the effects that intonation has in different situations c. recognize and pronounce kana-based (moraic) sounds consistently d. recognize and pronounce familiar borrowed words	**NOTES:**	
LC–1.2 writing systems	a. read and write hiragana accurately on a consistent basis b. write simple sentences that incorporate hiragana and familiar katakana words c. recognize, read and write some simple kanji in the classroom context		

		NOTES:
LC–1.3 lexicon	a. experiment with and use vocabulary and expressions in familiar contexts, within a variety of lexical fields, including: • home and community • school life • weather • fashion and shopping • vacations and travel • any other lexical fields that meet their needs and interests	
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • N *ni narimasu* • N *ni shimasu* • person *ni agemasu/ moraimasu* • V *nai de kudasai* • potential verbs • [sentence] + *n desu* • *mou/mada* • o'clock + *goro* • counter *-fun:* for minutes • counters for dates	

Legend

N means noun
V means verb
L means location
A means *i*-adjective
NaA means *na*-adjective

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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: • N *wa* N$_1$ *no* N$_2$ *ni arimasu/imasu* (location) • N$_1$ *wa* N$_2$ *ga* Adj. *desu* • place *ni* N/V *ni ikimasu* (purpose) • V(dic.) *koto ga dekimasu* • *na*-Adj. + *deshita* • *na*-Adj. + *ja nakatta desu/ja arimasen deshita* • *i*-Adj. (stem) + *katta desu* • *i*-Adj. (stem) + *ku nakatta desu/ku arimasen deshita* • *i*-Adj./*na*-Adj. + N • connecting form of N, *i*-Adj. *kute/na*-Adj.-*de* • V *te kudasai* • V$_1$ *te*, V$_2$ *masu* • V *te mo ii desu ka?* • V *te wa ikemasen* • V *te imasu* • interrogative noun: *dou, dore* • interrogative noun: *donna* + N, *doushite* • counters: *-hiki, -mai, -satsu, -hon* • conjunctive particle *kara* as a reason marker • conjunctive particle *ga*: but • ending particle: *yo/ne* • particle *ga*: as a focus marker	**NOTES:**

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

		NOTES:
LC–1.4 grammatical elements	c. use, independently and consistently,[3] the following grammatical elements: • N *ga dekimasu* • N *deshita* • N *wa* place *ni arimasu/ imasu* • *i*-Adj. (stem) + *ku nai desu/ku nakatta desu* • *na*-Adj. + *desu* • *na*-Adj. + *ja nai desu/ja arimasen* • V *masu* form • V *mashita/masen deshita* • V *mashou* • V *masen ka?* • V *tai desu* • interrogative nouns: *doko/itsu* • interrogative noun: *ikura* • demonstratives: *kono, sono, ano, koko, soko, asoko* • numbers: 100–10 000 • counters for things: *hitotsu, futatsu, mittsu …* • counters for people: *hitori, futari, san nin …* • conjunctions: *soshite/ sorekara, demo* • particle *de* (tool/language) • particle *ni:* time *ni* • particle *to*: as a partner indicator • particle *kara*: from • particle *made*: *until* • particle *ni*: destination *ni ikimasu/kimasu*	

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–2 interpret texts			20-3Y LEVEL
LC–2.1 listening	a.	understand short oral texts on familiar topics in guided situations	**NOTES:**
LC–2.2 reading	a.	understand short, simple written texts on familiar topics in guided situations	
LC–2.3 viewing and nonverbal interpretation	a.	derive meaning from the visual and other elements of a variety of media in guided and unguided situations	

LC–3 produce texts			20-3Y LEVEL
LC–3.1 speaking	a.	produce short, simple oral texts on familiar topics in guided situations	**NOTES:**
LC–3.2 writing	a.	produce short, simple written texts on familiar topics in guided situations	
LC–3.3 representing	a.	express meaning through the use of visual and other elements in a variety of media, in guided and unguided situations	

LC–4 interact			20-3Y LEVEL
LC–4.1 interactive fluency	a.	engage in simple interactions	**NOTES:**

LC–5		**apply knowledge of the sociolinguistic/sociocultural context**	**20-3Y LEVEL**
LC–5.1 register	a.	recognize formal and informal language in familiar situations	**NOTES:**
LC–5.2 idiomatic expressions	a.	use learned idiomatic expressions to enhance communication	
LC–5.3 variations in language	a.	experience variations in speech; e.g., age, gender	
LC–5.4 social conventions	a. b.	recognize behaviours that are considered impolite recognize simple, important social conventions in informal and formal interactions	
LC–5.5 nonverbal communication	a. b.	recognize that some nonverbal behaviours may be inappropriate in certain contexts recognize and use appropriate nonverbal behaviours in familiar contexts	
LC–6		**apply knowledge of how discourse is organized, structured and sequenced**	**20-3Y LEVEL**
LC–6.1 cohesion/ coherence	a. b.	sequence elements of a simple story, process or series of events use common conventions to structure simple texts; e.g., titles, paragraphs	**NOTES:**
LC–6.2 text forms	a. b.	recognize a variety of oral and print text forms; e.g., invitations, messages use some simple text forms in their own productions; e.g., e-mail messages, surveys, posters	

LC–6	apply knowledge of how discourse is organized, structured and sequenced (continued)	
		20-3Y LEVEL
LC–6.3 patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking b. initiate interactions, and respond using some social interaction patterns; e.g., statement/reaction	**NOTES:**

GC–1	historical and contemporary elements of Japanese culture	
		20-3Y LEVEL
GC–1.1 accessing/analyzing cultural knowledge	a. seek out information about Japanese culture from authentic sources b. compare and make connections between some elements of Japanese culture and their own culture	**NOTES:**
GC–1.2 knowledge of Japanese culture	a. participate in a variety of activities and experiences that reflect elements of Japanese culture b. identify some things they have in common with Japanese people their own age c. explore some elements of Japanese culture	
GC–1.3 applying cultural knowledge	a. identify commonalities and differences between Japanese culture and their own, and apply knowledge of Japanese culture to interpret these similarities and differences	
GC–1.4 diversity within Japanese culture	a. identify similarities and differences among diverse groups within the culture, and apply knowledge of Japanese culture to interpret these similarities and differences	

GC–1 historical and contemporary elements of Japanese culture (continued)		20-3Y LEVEL
GC–1.5 valuing Japanese culture	a. participate in a variety of cultural activities and experiences, and share their feelings about those activities and experiences b. identify similarities between themselves and Japanese people c. express an interest in finding out about people and aspects of Japanese culture	**NOTES:**

GC–2 affirming diversity		20-3Y LEVEL
GC–2.1 awareness of first language	a. identify similarities and differences between their first language and Japanese	**NOTES:**
GC–2.2 general language knowledge	a. identify ways that languages can be learned b. recognize that, within any linguistic group, individuals use language in personal ways c. recognize that in any language there are different words for the same thing	
GC–2.3 awareness of own culture	a. recognize and identify similarities and differences between their own culture and other cultures	
GC–2.4 general cultural knowledge	a. recognize that culture is expressed in a variety of ways b. recognize that speakers of the same language may come from different cultural backgrounds c. recognize some of the factors that affect the culture of a particular region	

GC–2 affirming diversity (continued)			**20-3Y LEVEL**
GC–2.5 valuing diversity	a. engage in activities that reflect other ways of doing things or other perspectives b. explore the limitations of adopting a single perspective	**NOTES:**	
GC–2.6 intercultural skills	a. reflect on their actions and the consequences of their actions for others b. explore how their perspective is shaped by a variety of factors		
GC–3 personal growth and career opportunities			**20-3Y LEVEL**
GC–3.1 Japanese language and culture	a. identify some personal uses they have made of their knowledge of the Japanese language and culture b. identify some careers for which knowledge of Japanese is useful c. identify some places that they could visit where Japanese is used	**NOTES:**	
GC–3.2 cultural and linguistic diversity	a. identify some personal uses they have made of their knowledge of different languages and cultures b. identify some careers for which knowledge of different languages and cultures is useful c. identify some places where there is significant linguistic and cultural diversity		
S–1 language learning			**20-3Y LEVEL**
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things—vocabulary, structures—with similar characteristics, identify similarities and differences between aspects of Japanese and their own language	**NOTES:**	

S–1	language learning (continued)		20-3Y LEVEL
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, speaking, reading and writing process, check writing for accuracy	**NOTES:**	
S–1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression		
S–2	**language use**		**20-3Y LEVEL**
S–2.1 interactive	a. identify and use a variety of interactive strategies to enhance language use; e.g., assess feedback from a conversation partner to recognize when a message has not been understood	**NOTES:**	
S–2.2 interpretive	a. identify and use a variety of interpretive strategies to enhance language use; e.g., use knowledge of the sound–symbol system to aid reading comprehension		
S–2.3 productive	a. identify and use a variety of productive strategies to enhance language use; e.g., use knowledge of sentence patterns to form new sentences		

S–3	general learning	20-3Y LEVEL
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts	**NOTES:**
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task	
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes	

30-3Y LEVEL

A–1 to impart and receive information		30-3Y LEVEL
A–1.1 share factual information	a. provide information on several aspects of a topic; e.g., give a simple report b. understand and use definitions, comparisons and examples	**NOTES:**

A–2 to express feelings and personal perspectives		30-3Y LEVEL
A–2.1 share ideas, thoughts, feelings, opinions, preferences	a. inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction, probability and certainty b. express feelings appropriately in a variety of familiar contexts	**NOTES:**

A–3 to get things done		30-3Y LEVEL
A–3.1 guide actions of others	a. make and respond to suggestions and advice in a variety of situations b. give and follow a simple sequence of instructions in a variety of situations	**NOTES:**
A–3.2 state personal actions	a. make a simple promise, and express intention	
A–3.3 manage group actions	a. express appreciation, enthusiasm, support and respect for contributions of others	

A–4	to form, maintain and change interpersonal relationships	30-3Y LEVEL
A–4.1 manage personal relationships	a. exchange greetings and farewells in formal situations b. initiate and participate in casual exchanges with classmates c. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages d. give an excuse	**NOTES:**

A–5	to extend their knowledge of the world	30-3Y LEVEL
A–5.1 discover and explore	a. ask questions to gain knowledge and clarify understanding b. explore meaning in a variety of ways; e.g., by drawing a concept map or word web, by brainstorming	**NOTES:**
A–5.2 gather and organize information	a. gather information from a variety of sources b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flow charts	
A–5.3 solve problems	a. describe and examine a problem b. generate solutions c. evaluate alternative solutions to a problem	
A–5.4 explore opinions and values	a. explore how values influence behaviour b. provide reasons for their opinions	

A–6 for imaginative purposes and personal enjoyment		**30-3Y LEVEL**
A–6.1 humour/fun	a. use the language for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., watch anime in Japanese	
LC–1 attend to form		**30-3Y LEVEL**
LC–1.1 sound system	a. approximate the pronunciation of unfamiliar words b. use intonation, pauses and rhythm appropriately in familiar situations	**NOTES:**
LC–1.2 writing systems	a. use a small repertoire of kanji in familiar contexts b. read and write simple sentences that incorporate all three writing systems	

		NOTES:
LC–1.3 lexicon	a. use a range of vocabulary and expressions in familiar contexts, within a variety of lexical fields, including: • holidays, celebrations and traditions • entertainment • communications • world of work • arts and literature • any other lexical fields that meet their needs and interests	
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • N *mitai desu* • N *to onaji desu* • N *to chigaimasu* • N *to* N *to dochira ga* Adj. *desu ka?* • N *no hou ga* Adj. *desu* • N *ga ichiban* Adj. *desu* • Adj. (stem) + *sou desu* (appearance) • V *ou/you:* volitional form • V *nakutewa ikemasen/ nakereba narimasen* • V *naku temo iidesu* • V *tara dou desu ka?* • [sentence] *to omoimasu* • noun modifier clause • interrogative noun: *doregurai* • conjunctions: *dakara, mazu, tsugini* • particle *ya*: *mikan ya ringo*	

Legend

N means noun
V means verb
L means location
A means *i*-adjective
NaA means *na*-adjective

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: • N *ni narimasu* • N *ni shimasu* • person *ni agemasu/ moraimasu* • V *tsumori desu* • V *ta/nakatta* (plain past/ plain past negative) • *Vnai form* • V *nai de kudasai* • potential verbs • *i*-Adj. *kute/na*-Adj.-*de* • [sentence] + *n desu* • quantity + *gurai/goro* (approximation) • *mou/mada* • counter *-fun*: for minutes • counters for dates • particle *o*: as a marker for place to pass through • particle *no*: indicate relationship	**NOTES:**
LC–1.4 grammatical elements	c. use, independently and consistently,[3] the following grammatical elements: • Adj. (stem) + *sugimasu* • V *yasui/nikui desu* • V$_1$ *tari* V$_2$ *tari shimasu* • V *ta hou ga ii desu* • [sentence] *to omoimasu*	
LC–2 interpret texts		**30-3Y LEVEL**
LC–2.1 listening	a. understand the main points of short oral texts on familiar topics in unguided situations	**NOTES:**
LC–2.2 reading	a. understand short, simple written texts on unfamiliar topics in guided situations	

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–2	interpret texts (continued)		30-3Y LEVEL
LC–2.3 viewing and nonverbal interpretation	a. derive meaning from multiple visual and other elements in a variety of media, in guided situations	**NOTES:**	
LC–3	**produce texts**		**30-3Y LEVEL**
LC–3.1 speaking	a. produce short, simple oral texts on familiar topics in unguided situations	**NOTES:**	
LC–3.2 writing	a. produce short, simple written texts on familiar topics in guided and unguided situations		
LC–3.3 representing	a. express meaning through the use of multiple visual and other elements in a variety of media, in guided situations		
LC–4	**interact**		**30-3Y LEVEL**
LC–4.1 interactive fluency	a. manage simple, routine interactions without undue difficulty, with pauses for planning and repair	**NOTES:**	
LC–5	**apply knowledge of the sociolinguistic/sociocultural context**		**30-3Y LEVEL**
LC–5.1 register	a. identify socially appropriate language in specific situations b. explore formal and informal uses of language in a variety of contexts	**NOTES:**	
LC–5.2 idiomatic expressions	a. use learned idiomatic expressions in a variety of contexts		
LC–5.3 variations in language	a. recognize some influences resulting in variations in language; e.g., age, gender, social status, region		

LC–5	apply knowledge of the sociolinguistic/sociocultural context (continued)		30-3Y LEVEL
LC–5.4 social conventions	a. understand and use some common social conventions	**NOTES:**	
LC–5.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts b. identify some nonverbal behaviours that are considered impolite		

LC–6	apply knowledge of how discourse is organized, structured and sequenced		30-3Y LEVEL
LC–6.1 cohesion/ coherence	a. organize texts, using common patterns; e.g., straightforward time sequencing b. understand simple references within texts; e.g., demonstratives	**NOTES:**	
LC–6.2 text forms	a. recognize a variety of text forms delivered through a variety of media b. examine the organizational structure of some text forms; e.g., folk tales, newspaper articles, instructions for a game		
LC–6.3 patterns of social interaction	a. initiate interactions, and respond using a variety of social interaction patterns; e.g., request/grant/deny permission		

GC–1	historical and contemporary elements of Japanese culture		30-3Y LEVEL
GC–1.1 accessing/analyzing cultural knowledge	a. formulate questions about elements of Japanese culture b. identify and use a variety of sources of information to find out about Japanese culture	**NOTES:**	

GC–1.2 knowledge of Japanese culture	a. explore and identify some elements of Japanese culture that are of personal interest	
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Japanese culture in interactions with people and texts and to interpret cultural behaviour that is different from their own	
GC–1.4 diversity within Japanese culture	a. apply knowledge of diverse elements of Japanese culture in interactions with people and texts	
GC–1.5 valuing Japanese culture	a. express empathy for those whose cultural behaviour is different from their own b. choose to participate in and contribute to activities and experiences that reflect the culture	

GC–2 affirming diversity		30-3Y LEVEL
GC–2.1 awareness of first language	a. compare oral and written aspects of their first language and Japanese b. identify some words in their first language that have been borrowed from Japanese	**NOTES:**
GC–2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins b. explore how and why languages borrow from one another	**NOTES:**

GC–2	affirming diversity (continued)		30-3Y LEVEL
GC–2.3 awareness of own culture	a. identify some influences on the development of their personal cultural identity		
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave b. identify some of the factors that affect the culture of a particular region		
GC–2.5 valuing diversity	a. recognize and acknowledge different perspectives		
GC–2.6 intercultural skills	a. examine stereotypical thinking b. identify and use resources to make contact with other countries and cultures	**NOTES:**	
GC–3	personal growth and career opportunities		30-3Y LEVEL
GC–3.1 Japanese language and culture	a. identify aspects of Japanese language and culture that are of personal interest b. identify personal and career opportunities related to the study of Japanese	**NOTES:**	
GC–3.2 cultural and linguistic diversity	a. identify aspects of various languages and cultures that are of personal interest b. identify personal and career opportunities related to the study of international languages and cultures	**NOTES:**	

S–1	language learning	30-3Y LEVEL
S–1.1 cognitive	a. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Japanese or in their own language	**NOTES:**
S–1.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	
S–1.3 social/affective	a. select and use a variety of social and affective strategies to enhance language learning; e.g., reduce anxiety by using mental techniques	

S–2	language use	30-3Y LEVEL
S–2.1 interactive	a. select and use a variety of interactive strategies to enhance language use; e.g., ask for confirmation that a form used is correct	**NOTES:**
S–2.2 interpretive	a. select and use a variety of interpretive strategies to enhance language use; e.g., prepare questions or a guide to note down information found in a text	
S–2.3 productive	a. select and use a variety of productive strategies to enhance language use; e.g., use resources to increase vocabulary	

S–3	general learning	30-3Y LEVEL
S–3.1 cognitive	a. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information	**NOTES:**

S–3	general learning	30-3Y LEVEL
S–3.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., reflect on their tasks	
S–3.3 social/affective	a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks	**NOTES:**

Appendix B: Vocabulary, Classroom Expressions and Kanji List

Suggested Vocabulary Lists

The words in these vocabulary lists are **suggestions**; students are not required to learn every one. Teachers may select words appropriate to the needs of their students and to address the outcomes in the program of studies. The words were gathered, compared and selected from many secondary-level resources; e.g., curriculum outcomes, Alberta authorized resources and the Japanese proficiency test (   ).

Some words are listed repeatedly if they are suitable for each lexical field.

Verbs for the 10 and 20 levels are listed in *masu* form, while verbs for the 30 level are in dictionary form. Please check the grammatical elements list in the program of studies to determine when these forms should be introduced.

There are two kinds of adjectives: *Na-*adjectives follow *I-*adjectives. Please refer to the grammatical elements list in the program of studies for the forms to be covered at each level.

Katakana: Please note that there is, on occasion, more than one way to write certain katakana words; e.g.,   and   . The grammatical elements list in the program of studies shows the most common written forms.

Interrogatives and demonstratives are also shown in the grammatical elements list.

Vocabulary List Development for Japanese 10-3Y, 20-3Y, 30-3Y

The steps involved in the identification and selection of vocabulary were as follows:

1) A vocabulary list was generated in a spreadsheet to support the lexical fields within each grade level.

   For example, words from the following lexical fields were included for the 10-3Y level:
   - self
   - people around me
   - daily activities
   - school
   - food
   - and any other lexical fields that meet student needs and interests.

2) Individual outcomes in the Japanese Language and Culture 10-3Y, 20-3Y and 30-3Y Program of Studies were reviewed and additional words were added in a separate column of this spreadsheet.

3) The following suggested authorized resources were also sources of vocabulary words that were added to the list in a separate column:
- Ima 1
- Ima 2
- Obentoo 1
- Obentoo 2
- Obentoo 3
- Adventures in Japanese Level 1
- Adventures in Japanese Level 2
- Kimono 1, 2, 3.

4) A common word list was generated from all columns of the spreadsheet.

5) This word list was reviewed again and the British Columbia curriculum vocabulary considered to see if any other useful vocabulary should be included.

6) Suggested vocabulary from the Japanese Language Proficiency Test (*Nihongo Noryoku Shiken*   ) was also reviewed to consider other words that might be included.

Classroom Expression List Development for Japanese 10-3Y, 20-3Y, 30-3Y

The steps involved in the identification and selection of vocabulary were as follows:

1) A classroom expression list was developed to support the lexical fields within each grade level.

2) Expression lists were developed to support classroom specific outcomes in the program of study.

Kanji List Development for Japanese 10-3Y, 20-3Y, 30-3Y

The steps involved in the identification and selection of kanji lists were as follows:

1) Kanji lists were developed to support the specific outcomes within each grade level.

2) Kanji lists were developed allow students in each grade level to both recognize and write the characters.

3) Authorized resources' kanji lists were reviewed to help identify these lists.

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with language and culture teachers. This list should **NOT** be considered mandatory or exhaustive.

Self	
	no
	yes (colloquial)
	(May I have) your name please?
	Congratulations
	student
	suffix indicating month of the year
	Canada
	high school student
	years old
	address
	suffix indicating nationality
	birthday
	telephone number
	Nice to meet you
	name
	I live in
	Japan
	grade student
	yes
	How do you do. (literally first time to meet you)
	I (mainly for young boys)
	name card
	Nice to meet you (formal)
	I
Animal Year (Zodiac)	
	year of (zodiac)
	mouse
	ox
	tiger
	rabbit
	dragon
	snake

	horse
	sheep, goat
	monkey
	rooster
	dog
	boar
People around Me—Friends	
	student
	suffix added to surname or first name (usually for boys)
	years old
	suffix added to surname or first name similar to Mr., Mrs., Ms.
	suffix added to noun (mostly people) to make plural form
	friend
	name
People around Me—Family and Pets	
	family
	father (referring to one's own)
	mother (referring to one's own)
	older brother (referring to one's own)
	older sister (referring to one's own)
	younger sister (referring to one's own)
	younger brother (referring to one's own)
	grandfather (referring to one's own)
	grandmother (referring to one's own)
	siblings, brothers and sisters
	father (referring to someone else's father)
	mother (referring to someone else's mother)
	older brother (referring to someone else's older brother)
	older sister (referring to someone else's older sister)
	younger sister (referring to someone else's younger sister)
	younger brother (referring to someone else's younger brother)
	grandfather (referring to someone else's grandfather)
	grandmother (referring to someone else's

	grandmother)
	pet
	dog
	cat
	fish
Daily Activities	
	tomorrow
	go
	together
	now
	home
	picture, painting
	movie
	get up
	music
	go home, return
	wash face
	write
	school
	listen
	yesterday
	today
	game
	tonight
	computer game
	o'clock
	work, job
	do
	take a shower
	weekend
	homework
	sport
	laundry
	cleaning
	eat
	letter
	TV
	go to bed, sleep
	drink
	talk, speech
	talk, speak
	brush teeth
	half past

	study
	book
	every morning
	every day
	every evening
	manga comic book
	see, watch, look
	day of the week
	read
	cooking
Daily Activities—Hobbies	
	ice hockey
	movie
	music
	curling
	shopping
	karaoke
	karate
	guitar
	camp, camping
	kendo
	golf
	computer game
	soccer
	walk, stroll
	photo
	judo
	hobby
	horseback riding
	jog, jogging
	swim, swimming
	ski
	skate, skating
	snowboard
	sports
	can do
	tennis
	TV/video game
	reading books

	violin
	hike, hiking
	basketball
	volleyball
	piano
	football
	study
	baseball
	cooking
	travel
	inline skating
School	
	language
	say
	English language
	write
	let someone borrow something
	listen
	classroom
	class
	high school
	exam
	homework
	sit down
	student
	teacher, also can be used as a suffix
	stand up
	test
	exit, go out, attend
	friend
	Japanese language
	enter
	turn (someone else's turn)
	everyone
	see, look, watch
	everyone
	break, recess, holiday
	read

Things in a Classroom	
	chair
	pencil
	key
	bag
	paper
	textbook
	rubber eraser
	blackboard
	garbage can, waste basket
	dictionary
	mechanical pencil
	ruler
	map
	desk
	door
	notebook
	pencil case
	pen
	ballpoint pen
	poster
	whiteboard
	book
	marker
	window
Food	
	ice cream
	morning
	breakfast
	hot
	sweet
	strawberry
(adj.)	used in the superlative form; e.g., the best, the worst
	tasty, delicious
	snack, sweets
	okonomiyaki
	green tea
	hungry

	packed box lunch
	orange
	persimmon
/	salty
(　　)	curry and rice
／	milk
	dislike, hate
／	fruit
	cake
	black tea
	coffee
	cola
	meal, cooked rice
	fish
／	Japanese sake, or any alcohol drink
	sashimi
	salad
	sandwich
	juice
	watermelon
	like, fond of
	sushi
	sour
	snack
	spaghetti
	like very much, love
	eat
	food
	egg
	I don't really care for
	make
	cold
	tempura
	tofu
	pear
	meat
	thirsty
	drink
	beverage
	banana

	evening
	bread
	dinner
	hamburger
	pizza
	noon
	lunch
	grape
	French fries
	hot dog
	potato chips
	tastes bad
	mandarin orange
	water
	miso soup
	melon
	thing
	vegetable
	cook
	apple
Others	
	blue
	red
	raise, put up
	leg, foot
	new
	good
	on , above , top
	back, behind
	noisy
	pleased, glad, happy
	big, large
	interesting, funny
	lower, put down
	month of the year
	sad
	cute
	yellow
	dirty

	clean, pretty, beautiful
	black
	under , below , bottom
	white
	great, awesome, amazing, etc.
	okay, fine, all right
	fun
	small, little
	boring
	hand
	points
	no.
	old
	page
	really, real
	front, before
	difficult
	easy
	side
	understand
	bad

Weather	
	fall, autumn
	day after tomorrow
	warm
	hot
	rain
	good
	day before yesterday
	umbrella
	wind
	temperature (air)
	cloud
	cloudy
	cloud, overcast
	put up, open up (umbrella)
	cold (weather)
	cool (weather)
	sky
	typhoon
	probably
	moon
	Japanese rainy season
	strong
	weather
	weather forecast
	degree
	summer
	spring
	clear weather, sunny
	clear up (weather)
	blow
	winter
	fall (rain, snow, etc.)
	minus
	hot and humid
	snow

	not good
Shopping	
	open
	welcome! (clerk to customer)
	movie theatre
	yen
	escalator
	elevator
	money
	press, push
	change (payment)
	please.
	th floor
	stairways
	buy
	shopping
	pharmacy
	fruit store
	shoe store
	cake shop
	convenient store
	fish store
	close
	hold on a second, please.
	supermarket
	cent(s)
	expensive
	department store
	electric appliance store
	dollar(s)
	meat store, butcher
	flower shop, florist
	button
	book store
	store, shop
	show
	menu
	shopping mall
	vegetable store

	cheap	
	cash register	
	restaurant	
(see home and community for some more place names)		
Fashion		
	earrings	
	coat, jacket	
	wear (glasses)	
	wear (over head)	
	put on, wear (upper body)	
	shoes	
	socks	
	coat	
	sandal	
	jeans	
	underwear	
	wear (accessories, etc.)	
	jacket	
	shirt	
	shorts	
	skirt	
	trousers	
	slippers	
	sweater	
T	T-shirt	
	gloves	
	watch, clock	
	dress	
	take off (clothes)	
	tie	
	necklace	
	put on, wear (lower body)	
	pyjamas	
	pants, underpants	
	boots	
	clothes	
	browse	
	bracelet	
	belt	

	hat
	eyeglasses
	dress shirt
Colours	
	blue
	red
	colour
	orange
	colourful
	yellow
	gold
	silver
	black
	white
	brown
	grey
	pink
	green
	purple
School Vacations	
	spring break
	summer break
	fall break
	winter break/Christmas and New Year break
	Easter break
	semester break
Travel	
	dangerous
	safe
	put in
	station
	be late
	lost property found on a street
	souvenir
	fun, interesting
	get off
	take (time)
	umbrella
	camera

	ticket
	be careful, watch out, take care
	airport
	crowded
	wallet
	hours
	timetable
	photo, picture
	bullet train
	suitcase
	embassy
	taxi
	fun
	close, near
	subway, underground
	get tired
	arrive
	train (commuter)
	far
	stay
	truck
	take (photo, video, etc.)
	lose
	transfer (public transport)
	get on
	bus stop
	passport
(early)	early
(fast)	fast
	video
	ferry
	ship
	home stay
	hotel
	private guest house
	reservation
	Japanese style hotel
	travel
	forget

	lost-and-found item
Direction	
	entrance
	pedestrian crossing
	show, teach
	train station
	gas/petrol station
	corner
	intersection
	koban, local police box
	traffic light
	building
	subway
	next
	the first, second, third, (things)
	exit
	commuter train
	bridge
	bus terminal, transit center
	the first, second, third, (things, people, events)
	left
	left-hand side
	concrete building
	turn (at the corner)
	straight
	right
	right-hand side
	way, road
	cross, go across
Map	
	sea
	foreign country
	river
	country
	island
	province, state
	rice field
	map

	field (vegetables and fruit)
	city, town
	lake
	village
	mountain
Other—General	
	this week
	last week
	next week
	this month
	last month
	next month
	night
	by oneself, alone
	so-so, okay
	slowly
	in a hurry
	more and more
	meet
	many, plenty
	a little bit
	clean, pretty, beautiful
	famous
	strange, odd
	nasty, mean
	quiet
	lively, bustling
	good at
	not good at
	big, large
	small, little
	yea, in favour, a vote for
	nay, opposed, a vote against
	newspaper
	internet
	magazine
Other—Describing People	
	people
	hair
	face
	handsome
	cute
	cool , handsome
	short (height)

	tall
	fat, obese
	skinny, thin
	kind
	earnest, serious, diligent
	splendid, impressive, magnificent
Other—Health	
	What's wrong? What seems to be the problem?
	painful, hurt
	sick, ill
	body
	head
	ear
	eye
	nose
	mouth
	nose
	throat
	arm
	hand
	finger
	stomach, belly
	back
	leg, foot
	sleepy
	injury
	burn injury
	nausea
	allergy
	egg
	peanut
	nut
	seafood
	tobacco, cigarette
	medicine
	cure, get better
	fine, healthy
	good health, good shape
	times

	per day (literally one day)
	ambulance
	have a bone broken
	catch a cold
	feel sick

World of Work	
	self introduction
	introduction
World of Work—Future	
	teach
	interest, concern
	interest
	work, job
	get a job
	future
	become
	dream
World of Work—Getting a Job	
	part-time job
	busy
	take (exam)
	apply (job)
	company
	strict
	salary
	hourly pay
	exam
	ask questions
	painstaking
	get tired
	work for a company, government, organization, etc. (belonging to)
	part-time
	work
	bonus
	recruit
	job interview
	question, problem
	quit

World of Work—Job Titles	
	broadcaster
	doctor
	illustrator
	astronaut
	driver
	engineer
	musician
	accountant
	company employee
	guide
	painter
	scientist
	scholar
	singer
	nurse
	movie director, head coach
	newspaper reporter
	engineer
	teacher
	fishery
	bank employee
	military personnel
( )	run (a business)
	police woman
	artist
	researcher
	construction industry
	government employee
	coach
	author, writer (novel)
	self-defence force personnel
( )	work as (job title)
	office clerk
	journalist
	photographer
	veterinarian
	housewife
	firefighter

	artisan
	politician
	player (sport)
	carpenter
	dancer
	chef
	interpreter
(　　)	make, grow
	designer
	store clerk
	trainer
	agriculture
	farm
	dentist
	actor
	pilot
	secretary
	beautician
	fashion model
	flight attendant
	lawyer
	cartoonist
	store (clerk)
	pharmacist
	dairy
	forestry
Arts and Literature	
	ikebana, flower arrangement
	Edo
	kabuki
	Japanese card game
	art
	tea ceremony
	poem
	era, time period
	novel
	Showa
	tanka
	children's story

	noh
	haiku
	museum
	fine art
	art museum
	literature
	Heian
	Meiji
	story
	history
Arts and Literature—Library	
	return
	borrow
	subtitle
	used, second-hand, previously owned (cars, houses, appliances)
	library
	videotape
	dubbing
	translation
	rental
CD	CD
DVD	DVD
Arts and Literature—Language	
	meaning
	on-reading
	katakana
	kana
	kanji, Chinese character
	kun-reading
	adjective
	word
	dictionary
	word
	verb
	hiragana
	sentence
	noun

Others—General	
	thick (flat objects, such as paper and books)
	later
	not really
	always
	various
	thin (flat objects, such as paper and books)
	many
	strange, odd
	year before last year
	same
	heavy
	light (weight)
	hear
	last year
	this year
	have a problem, have trouble
	scary
	lonely
	search, check, inquire
	few
	nice, fine (design)
	not at all
	important
	difficult, major
	occasionally
	different
	use
	strong
	sometimes
	especially
	very
	no, not
	long
	start, begin
	embarrassed, ashamed, disgraceful
	thick (cylindrical objects, including string and rope)
	thin (cylindrical objects, including string and rope)

	hardly, rarely
	every week
	before
	earnest, serious, diligent
	see, can see
	short
	off course, sure, certainly
	waste, it's a shame not to use
	have
	thing
	often, frequently
	weak
	next year
	forget
	slim, slender
	for months
	for years
	kilograms
	kilometres
	grams
	centimetres
	meters
Other—Geography	
	East
	West
	South
	North
	hot spring
	volcano
	disaster
	earthquake
	capital city
	population
	world
Other—Cooking	
	put in
	cut
	sugar
	salt

	cook rice
	egg
	make
	butter
	cooking
Other—Nature	
	elk
	aurora
	maple tree
	wind
	tree
	bear
	cloud
	grizzly
	voice (human and animal), noise (insect)
	blossom, open (flower)
	deer
	four seasons
	nature
	sky
	moon
	animal
	a verb used to describe any animal making sound (bark, roar, mew)
	buffalo
	flower
	grove
	beaver
	lake
	insect, bug
	maple leaf
	forest

Place Names—Continents and Areas	
	Asia
	Africa
	Australia
	North America
	South America
	Europe
Place Names—Countries	
	Ireland
	Afghanistan
	America
	Argentina
	England, UK
	Israeli
	Italy
	Iraq
	Iran
	India
	Indonesia
	Ukraine
	Egypt
	Austria
	Holland, Netherlands
	Canada
	Korea
	Cambodia
	Cuba
	Greece
	Costa Rica
	Saudi Arabia
	Singapore
	Switzerland
	Sweden
	Spain
	Thailand
	Taiwan
	Czech

	China
	Chile
	Germany
	Dominica
	New Zealand
	Norway
	Pakistan
	the Philippines
	Finland
	Brazil
	France
	Vietnam
	Peru
	Belgium
	Poland
	Portugal
	Hong Kong
	Malaysia
	South Africa
	Mexico
	Mongolia
	Laos
	Russia
Place Names—Major Islands of Japan	
	Okinawa
	Kyushu
	Shikoku
	Hokkaido
	Honshu
Place Names—Cities and Places of Japan	
	Osaka
	Kawasaki
	Kyoto
	Kobe
	Sapporo
	Sendai
	Pacific Ocean
	Tokyo
	Nagasaki

	Nagoya
	Nara
	Sea of Japan
	Hiroshima
	Fukuoka
	Mt. Fuji
	Yokohama
Place Names—Provinces and Territories of Canada	
	Alberta
	Ontario
	Quebec
	Newfoundland
	New Brunswick
	Nunavut
	Northwest Territories
	Nova Scotia
	British Columbia
	Prince Edward Island
	Manitoba
	Yukon
	Labrador
Place Names—Cities of Canada	
	Yellowknife
	Winnipeg
	Ottawa
	Québec City
	Churchill
	Toronto
	Niagara Falls
	Vancouver
	Victoria
	Whitehorse
	Montreal
	Regina
Place Names—Cities and Places of Alberta	
	Alberta
	Edmonton
	Calgary
	Canmore

	national park
	Jasper
	Drumheller
	Banff
	Fort McMurray
	Medicine Hat
	Lake Louise
	Lethbridge
	Red Deer
	Rocky Mountains

	General Use	
	Good morning.	
	Hello. Good afternoon.	
	Good evening.	
	Goodbye.	
	See you tomorrow.	
	See you next week.	
	See you. / See you again.	
	Bye.	
	Excuse me. / Pardon me.	
	Congratulations.	
	Happy Birthday.	
	Happy New Year!	
	Okay, ___ / All right, ___	
	Okay, then ___ / All right, then ___	
	Well, / Then	
	Well, ___	
	Oh, I see.	
	Super! Wonderful!	
( )	That's good!	
	Try hard! Keep it up! Don't give up!	
/	Almost there!	
	Almost.	
	Stand up.	
	Attention. Stand up straight.	
	Bow.	
	Sit down.	
	Classroom Expressions—for Students	
	Yes. / Okay. / Sure.	
	What? / Eh? / Really?	
	What?/ You are kidding me!	
	Oh, really? / Huh?	
	May I go to the washroom?	
	May I go to my locker?	
	May I get a drink (of water)?	
	May I say it in English?	
	Can I say it in English?	
	I don't understand. I don't get it.	
	I understand. (I understood.)	
	I understand.	
	Do we have homework?	

	What page is it?
	When is the test?
	How do you write/spell ___?
/ /	How do you write ___ in kanji? / hiragana? / katakana?
	Not yet.
	Are you done? / Have you finished?
	I am done. / I have finished. / I did it.
	I have finished.
	I cannot hear it.
	I cannot see it.
	I am sorry. I apologize.
	I am sorry. Excuse me. Thank you.
	I am sorry for being late.
	Excuse me, but ___
	Please wait a moment.
	Please say it again.
	I forgot my homework.
Classroom Expressions—for Teachers	
	Please come in/enter.
	Please sit down.
	Please stand up.
	Please read.
	Please listen.
	Please say it.
	Please look.
	Please write.
	Please repeat after me. / Please repeat it.
	Please memorize this.
	Please copy.
	Please explain.
	Please put things away/tidy up.
	Please stop.
	Please hand in ___.
	Please open ___.
	Please turn to page ___.
	Please form a circle.
	Please line up.
/	Please line up in one/two lines.
	Please find a partner.
	Please get into groups of ___.
	Please put your hand up.
	Please put your hand down.
	Please be quiet.
	Please do not talk.

	Please look it up in the dictionary.
/	One more time.
/	Let's begin. / Let's get started.
	Let's read.
	Let's read together.
	Let's sing.
	Let's play a game.
	Let's wrap up. / Let's finish up.
	Yes, that's correct. / Yes, that's good.
	That's not quite right.
	Is everything okay? / Is it correct?
	Okay?
	Do you remember?
	Do you understand?
	Did you understand?
	Can you do it?
	Have you finished?
	Do you have …?
	Are you okay? (What's the matter?)
	Do you have any questions?
	What do you think?
(potential verb)	Is there anyone who can ___ ?
	It's good! Good job!
	Good job! / Well done!

Kanji List

Note: Kanji should be taught within the context and usage of the outcomes in each level of the Japanese Language and Culture Three-year Program of Studies. This list should NOT be considered mandatory or exhaustive.

10-3Y Written

 The following kanji are to be produced in their written form (20).

10-3Y Recognition

Students must recognize the following kanji, both for meaning and pronunciation, and be able to choose the appropriate characters when using word-processing software. (10)

20-3Y Written

The following kanji are to be produced in their written form (48).

20-3Y Recognition

Students must recognize the following kanji, both for meaning and pronunciation, and be able to choose the appropriate characters when using word-processing software. (40).

30-3Y Written

The following kanji are to be produced in their written form (73).

30-3Y Recognition

Students must recognize the following kanji, both for meaning and pronunciation, and be able to choose the appropriate characters when using word-processing software. (62)

Summary:

Total of recommended kanji characters in the Japanese Language and Culture Three-year Program of Studies = 135 kanji characters

- 73: kanji to be produced in their written form
- 62: the number of kanji characters students must recognize for meaning and pronunciation and to be able to choose the appropriate kanji character when using word-processing software

Special kanji readings in word form (11)
Note: These 11 kanji are included in the 135 recommended kanji list. The following readings can be used only in the word forms shown below.

10-3Y

20-3Y

30-3Y

Counters

Notes: In the case of number '10,' "   " is sometimes pronounced as "   "as in "   ."

	Age	Time	Days in a week	Month
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Things					
	small things (eggs, erasers)	thin & flat things (paper, discs, dishes)	long and thin things (pencil) also videotapes and cassette tapes	books, notebooks, dictionaries, etc.	water or other liquid in an open container (cup or glass)	small items
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

	Things					
	people	dogs, cats, fish, insects, etc.	floors/stories	money	minutes	times
1						
2						
3			/			
4						
5						
6						
7						
8			/			
9						
10						

Dates						

Appendix C: Planning Tools

Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.
- ❑ Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.
- ❑ Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.
- ❑ Decide how students will apply their learning.
- ❑ Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- ❑ Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- ❑ Break down assignments or tasks into smaller, more manageable parts.
- ❑ Give clear, concrete instructions and:
  - ___ provide a visual reference of the sequence of key steps in completing the assignment
  - ___ provide a checklist of assignment parts for students to mark as tasks are completed
  - ___ support written instructions with picture prompts or highlight directions using a colour-coding system
  - ___ record directions or lectures for playback
  - ___ repeat instructions
  - ___ have students recall instructions in sequence.
- ❑ Model and demonstrate to promote understanding of directions.
- ❑ Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- ❑ Highlight key points of the lesson orally and visually.
- ❑ Select extension activities that will reinforce and extend learning.
- ❑ Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- ❑ Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.
- ❑ Consider how the activity has been designed to motivate and engage student interest.
- ❑ Determine how to present an overview of the learning activity.
- ❑ Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- ❑ Build in opportunities to make connections between what the students know and what they are learning.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).

Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- ❑ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

⊙ Learning Environment

Consider the classroom environment and individual student work spaces.

- ❑ Provide a quiet work station like a study carrel in a corner of the classroom.
- ❑ Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- ❑ Partner students with a peer for support and guidance.

⊙ Resources

Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.

- ❑ Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- ❑ Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- ❑ Rewrite materials at a lower reading level.
- ❑ Provide a graphic organizer for note taking; e.g., cloze style.
- ❑ Highlight passages of text.
- ❑ Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- ❑ Identify Web-based supports; e.g., simulations.

Ensure that students have the assistive tools and devices to support their learning styles or needs, for example:

- ___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
- ___ a copy of the lecture notes
- ___ enlarged or reduced text
- ___ scribe
- ___ audio recordings
- ___ picture prompts
- ___ manipulatives
- ___ overlays
- ___ computers

⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.
- ❑ Provide assessment options for students to "show what they know."

Make necessary preparations for alternative testing procedures, resources and materials.
- ❑ Does the student need:
  - ___ an audio recording of the test
  - ___ a scribe to write down his or her ideas or answers
  - ___ the test questions read aloud
  - ___ a time extension
  - ___ fewer questions?

Determine the focus of the assessment for evaluation purposes.
For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.
- ❑ Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self-reflection and self-evaluation.
- ❑ Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- ❑ Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ Time line

Record important assignments and text due dates on a master calendar and have students write these dates in their agendas.
- ❑ Show students how to plan for longer assignments by using a calendar.
- ❑ Show students how to study for an upcoming test.
- ❑ Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.
- ❑ Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- ❑ Prepare an assignment summary with task increments and time line to guide student's completion of the assignment. Provide time warnings for task completion.
- ❑ Extend deadlines for those students who require more time to complete assignments.

Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

Student Activities:

Outcomes:

Applications:

Language Competence:

Global Citizenship:

Strategies:

Lesson Topics:

Unit Focus:

Duration:

Addressing Learner Diversity:

Learning Strategies:

Assessment:

Unit Plan A

Grade(s): _____ Unit Focus: _____ _____ Teacher(s): _____

Outcomes:

✦ Applications

✦ Language Competence

✦ Global Citizenship

✦ Strategies

Possible Student Learning Strategies:

Teaching and Learning Activities:

Resources:	Planning for Diversity:	Assessment and Evaluation:

Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

Unit Plan C

Title:	Time line:

General outcome:

Specific outcomes	**Learning strategies and activities**

Getting ready activities
(Strategies for activating and assessing prior knowledge, and creating interest in new unit)

Assessment strategies and activities

Enrichment strategies

Resources

Home/school/community connections	**Cross-curricular connections**

Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Applications:

Language Competence:

Global Citizenship:

Strategies:

Possible Student Learning Strategies:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

Lesson Plan B

Lesson Title: _____

Date: _____ **Class:** _____

Outcomes	Lesson Description
✦ Applications	
✦ Language Competence	
✦ Global Citizenship	
✦ Strategies	
Possible Student Learning Strategies:	

Differentiation of Instruction	Assessment	Materials
☐ yes ☐ not necessary If yes, description:		

How "Listener-friendly" Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	❍	❍
• I communicate clearly what my expectations of the students are during the class.	❍	❍
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	❍	❍
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	❍	❍
• I use cue words and phrases to signal important information; e.g., In summary …, Note the following …, Pay attention to …, Record this important fact …, This is important …, Listen carefully.	❍	❍
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	❍	❍
• I highlight important information by using bold, italics and different coloured text.	❍	❍
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	❍	❍
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	❍	❍
• I repeat important ideas and concepts by rephrasing and using multiple examples.	❍	❍
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	❍	❍
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	❍	❍
• I provide examples and non-examples of concepts.	❍	❍
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	❍	❍
• I provide students with opportunities to discuss concepts with a partner or small group.	❍	❍
• I provide students with opportunities to work with and/or practise new skills and concepts.	❍	❍
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	❍	❍
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	❍	❍

Adapted from Anne Price, "Listen Up" handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre

Examples of General Accommodations

Methods of Instruction

- ❑ Vary amount of material to be learned.
- ❑ Vary amount of material to be practised.
- ❑ Vary time for practice activities.
- ❑ Use advance organizers.
- ❑ Cue student to stay on task; e.g., private signal.
- ❑ Facilitate student cueing (student providing cues to the teacher).
- ❑ Repeat directions or have student repeat directions.
- ❑ Shorten directions.
- ❑ Pair written instructions with oral instructions.
- ❑ Use computer-assisted instruction.
- ❑ Use visual aids in lesson presentation.

Other _____

Task/Response

- ❑ Reduce or substitute required assignments.
- ❑ Adjust level of in-class assignments to academic level.
- ❑ Break long-term assignments into shorter tasks.
- ❑ Adjust amount of copying.
- ❑ Use strategies to enhance recall; e.g., cues, cloze.

Task/Response (cont'd)

- ❑ Provide student with a copy of notes.
- ❑ Accept dictated or parent-assisted homework assignments.
- ❑ Provide extra assignment time.
- ❑ Permit student to print.
- ❑ Provide a student buddy for reading.

Other _____

Materials

- ❑ Modify text materials (add, adapt or substitute).
- ❑ Make materials self-correcting.
- ❑ Highlight important concepts and information and/or passages.
- ❑ Use a desk top easel or slantboard to raise reading materials.
- ❑ Prepare recordings of reading/textbook materials.
- ❑ Provide an extra textbook for home use.
- ❑ Allow use of personal word lists, cue cards.
- ❑ Increase use of pictures, diagrams, concrete manipulators.
- ❑ Break materials into smaller task units.

Materials (cont'd)

- ❑ Increase print size in photocopying.
- ❑ Use daily homework assignment book.

Other _____

Organization for Instruction

The student works best:
- ❑ in large group instruction
- ❑ in small group instruction
- ❑ when placed beside an independent learner
- ❑ with individual instruction
- ❑ with peer tutoring
- ❑ with cross-aged tutoring
- ❑ using independent self-instructional materials
- ❑ in learning centres
- ❑ with preferential seating
- ❑ with allowances for mobility
- ❑ in a quiet space within the classroom .

Other _____

Reinforcement Systems

- ❑ Provide immediate reinforcement.
- ❑ Give verbal praise for positive behaviour.
- ❑ Use tangible reinforcers.
- ❑ Send notes home.
- ❑ Complete progress charts.

Reinforcement Systems (cont'd)

- ❑ Allow special activities.
- ❑ Instruct student in self-monitoring; e.g., following directions, raising hand to talk.

Other _____

Assessment and Testing

- ❑ Adjust the test appearance; e.g., margins, spacing.
- ❑ Adjust the test design (T/F, multiple choice, matching).
- ❑ Adjust to recall with cues, cloze, word lists.
- ❑ Vary test administration (group/individual, open book, make-up tests).
- ❑ Audio record test questions.
- ❑ Select items specific to ability levels.
- ❑ Vary amount to be tested.
- ❑ Give extra test time.
- ❑ Adjust readability of test.
- ❑ Allow recorded reports for essays and/or long answers.
- ❑ Read test questions.
- ❑ Allow use of a scribe or a reader.
- ❑ Allow oral examinations.

Other _____

Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties

❑ Use less difficult/alternative reading material.
❑ Reduce amount of reading required.
❑ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).
❑ Set time limits for specific task completion.
❑ Enlarge text of worksheets and reading material.
❑ Extend time to complete tests and assignments.
❑ Use large print editions of tests.
❑ Read test items aloud to student.
❑ Read standard directions several times at start of exam.
❑ Audio record directions.
❑ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).
	❑ Reduce volume of work.
	❑ Break long-term assignments into manageable tasks.
	❑ Extend time for completing assignments.
	❑ Offer alternative assignments.
	❑ Allow student to work on homework while at school.
	❑ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).
	❑ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing).
	❑ Waive spelling, punctuation and paragraphing requirements.
	❑ Accept keyword responses instead of complete sentences.
	❑ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).
		❑ Provide alternative seating:
		  — near teacher
		  — facing teacher
		  — at front of class, between well-focused students, away from distractions.
		❑ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels).
		❑ Permit movement during class activities and testing sessions.
		❑ Provide directions in written form:
		  — on board
		  — on worksheets
		  — copied in assignment book by student.
		❑ Set time limits for specific task completion.
		❑ Extend time to complete tests and assignments.
		❑ Allow student to take breaks during tests.
		❑ Use multiple testing sessions for longer tests.
		❑ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better.
		❑ Provide cues; e.g., arrows, stop signs on worksheets and tests.
		❑ Provide a quiet, distraction-free area for testing.
		❑ Allow student to wear noise buffer device such as headphones to screen out distracting sounds.
		❑ Provide checklists for long, detailed assignments.
			❑ Provide a written outline.
			❑ Provide directions in written form (on board, on worksheets, copied in assignment book by student).
			❑ Provide a specific process for turning in completed assignments.
			❑ Provide checklists for long, detailed assignments.
			❑ Read and discuss standard directions several times at start of examination.
			❑ Provide cues, e.g., arrows, stop signs, on worksheets and tests.
			❑ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).
				❑ Use assistive and adaptive devices:
				  — pencil or pen adapted in size or grip diameter
				  — alternative keyboards
				  — portable word processor.
				❑ Set realistic and mutually agreed-upon expectations for neatness.
				❑ Reduce or eliminate the need to copy from a text or board; e.g.,
				  — provide copies of notes
				  — permit student to photocopy a peer's notes
				  — provide carbon/NCR paper to a peer to copy notes.
				❑ Extend time to complete tests and assignments.
				❑ Alter the size, shape or location of the space provided for answers.
				❑ Accept keyword responses instead of complete sentences.
				❑ Allow student to type answers or to answer orally instead of in writing.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:
- allowing extended time
- allowing breaks during the test
- reducing the number of questions
- breaking a test into parts and administering them at separate times
- providing an audio recorded test and making students aware that they may listen to part or all of the recording more than once
- providing a reader or a scribe
- providing an opportunity to record answers
- providing more detailed instructions and confirming the student's understanding of the test process
- administering the test in a small group setting or to an individual student
- administering the test in a separate room, free from distractions
- providing noise buffers; e.g., headphones
- adjusting the test appearance; e.g., margins, spacing
- adjusting the test design (true/false, multiple choice, matching)
- adjusting the readability of the test
- allowing alternative formats such as webs or key points in place of essays or long answers
- reading test questions
- allowing use of a scribe or a reader
- allowing oral examinations
- allowing students to practise taking similar test questions.

Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other "how to" texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- storytelling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD–ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

Alternative Learning Activities Menu

Name: _____   **Date:** _____

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	PLAN	INTERVIEW
RESEARCH	YOUR IDEA	SURVEY
DISPLAY	CREATE	EVALUATE

Sample Independent Study Agreement

Name:	Grade:	Date:

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my learning log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, electronic slide show.

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: _____

Teacher's Signature: _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; http://www.freespirit.com. All rights reserved.

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

- -

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries, kana cards and kanji cards
- experiment with various elements of the language
- use mental images to remember new information and writing systems
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Japanese and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Japanese or in your own language
- find information, using reference materials such as dictionaries, textbooks, the Internet and human resources
- use available technological aids to support language learning; e.g., CDs, computers, DVDs, audio recordings
- make word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note unknown words and expressions, noting also their context and function
- use hiragana and katakana charts
- memorize characters by writing them repeatedly or reading them silently or aloud

Metacognitive Language Learning Strategies

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the language learning task
- reflect on language learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task

- ❑ reflect on the listening, speaking, reading and writing process
- ❑ decide in advance to attend to specific aspects of input
- ❑ listen or read for key words
- ❑ evaluate your performance or comprehension at the end of a task
- ❑ keep a learning log
- ❑ experience various methods of language acquisition and identify one or more considered to be particularly useful personally
- ❑ be aware of the potential of learning through direct exposure to the language
- ❑ know how strategies may enable coping with texts containing unknown elements
- ❑ identify problems that might hinder successful completion of a task and seek solutions
- ❑ monitor your speech and writing to check for persistent errors
- ❑ be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective Language Learning Strategies

- ❑ initiate or maintain interaction with others
- ❑ participate in shared reading experiences
- ❑ seek the assistance of a friend to interpret a text
- ❑ reread familiar self-chosen texts to enhance understanding and enjoyment
- ❑ work cooperatively with peers in group activities
- ❑ understand that making mistakes is a natural part of language learning
- ❑ experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- ❑ participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks and to try unfamiliar tasks and approaches
- ❑ repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as possible
- ❑ reduce anxiety by using mental techniques such as positive self-talk or humour
- ❑ work with others to solve problems and get feedback on tasks
- ❑ provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

- ❑ use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Japanese
- ❑ acknowledge being spoken to, using verbal and nonverbal cues such as *hai, ee, soudesu ka* and nodding
- ❑ interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- ❑ indicate lack of understanding verbally or nonverbally; e.g., *wakarimasen*, tilted head

- assess feedback from a conversation partner to recognize when a message has not been understood
- ask for clarification or repetition when you do not understand; e.g., *mou ichido itte kudasai, ~tte nandesu ka*
- use other speakers' words in subsequent conversations
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey and invite correction; e.g., *hon* for *kyoukasho*
- invite others into the discussion; e.g., *dou omoimasu ka*
- ask for confirmation that a form used is correct; e.g., *ii desu ka, tadashii desu ka*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *eeto …, anou …, soudesu ne, demo …, sumimasen*
- use circumlocution to compensate for lack of vocabulary; e.g., *hon no heya* for *tosho-shitsu*
- repeat part of what someone has said to confirm mutual understanding; e.g., *~to yuu koto desu ka, ~ n desu ka*
- summarize the point reached in a discussion to help focus the talk; e.g., *ja, tsumari*
- ask follow-up questions to check for understanding; e.g., *wakarimasu ka*
- use suitable phrases to intervene in a discussion; e.g., *tokorode, chotto, sumimasen*
- self-correct if errors lead to misunderstandings

Interpretive Language Use Strategies

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system or kanji to aid reading comprehension; e.g., sounding out aloud katakana words
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- use knowledge of writing systems to identify functions of parts of sentences
- use knowledge of writing systems to aid reading
- use physical markers that divide sections of text to assist comprehension

Productive Language Use Strategies

- □ mimic what the speaker says
- □ use nonverbal means to communicate
- □ copy what others say, write or do; e.g., bowing
- □ use words visible in the immediate environment
- □ use resources to increase vocabulary
- □ use familiar repetitive patterns from stories, songs, rhymes or media
- □ use illustrations to provide detail when producing your own texts
- □ use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- □ use knowledge of sentence patterns to form new sentences
- □ be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- □ use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists
- □ take notes when reading or listening to assist in producing your own text
- □ revise and correct final versions of texts
- □ use circumlocution and definition to compensate for gaps in vocabulary
- □ apply grammar rules to improve accuracy at the correction stage
- □ compensate for avoiding difficult structures by rephrasing; e.g., polite form instead of plain form

General Learning Strategies

Cognitive General Learning Strategies

- □ classify objects and ideas according to their attributes; e.g., red objects and blue objects, animals that eat meat and animals that eat plants
- □ use models
- □ connect what is already known with what is being learned
- □ experiment with, and concentrate on, one thing at a time
- □ focus on and complete learning tasks
- □ write down key words and concepts in abbreviated form to assist with performance of a learning task
- □ use mental images to remember new information
- □ distinguish between fact and opinion when using a variety of sources of information
- □ formulate key questions to guide research
- □ make inferences, and identify and justify the evidence on which these inferences are based
- □ use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- □ seek information through a network of sources, including libraries, the Internet, individuals and agencies
- □ use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

- ☐ reflect on learning tasks with the guidance of the teacher
- ☐ choose from among learning options
- ☐ discover how your efforts can affect learning
- ☐ reflect upon your thinking processes and how you learn
- ☐ decide in advance to attend to the learning task
- ☐ divide an overall learning task into a number of subtasks
- ☐ make a plan in advance about how to approach a task
- ☐ identify your needs and interests
- ☐ manage your physical working environment
- ☐ keep a learning journal, such as a diary or a log
- ☐ develop criteria for evaluating your work
- ☐ work with others to monitor your learning
- ☐ take responsibility for planning, monitoring and evaluating your learning experiences

Social/Affective General Learning Strategies

- ☐ watch others' actions and copy them
- ☐ seek help from others
- ☐ follow your natural curiosity and intrinsic motivation to learn
- ☐ participate in cooperative group learning tasks
- ☐ choose learning activities that enhance understanding and enjoyment
- ☐ be encouraged to try, even though mistakes might be made
- ☐ take part in group decision-making processes
- ☐ use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- ☐ take part in group problem-solving processes
- ☐ use self-talk to feel competent to do the task
- ☐ be willing to take risks and to try unfamiliar tasks and approaches
- ☐ monitor your level of anxiety about learning tasks and take measures to lower it if necessary; e.g., deep breathing, laughter
- ☐ use social interaction skills to enhance group learning activities
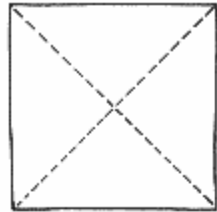
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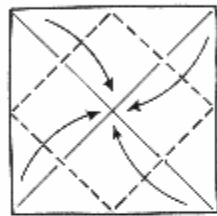
2. Fold all four corners to center
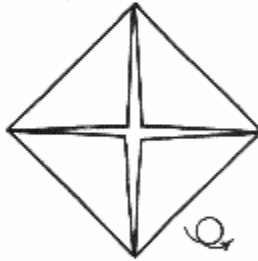
3. Turn paper over
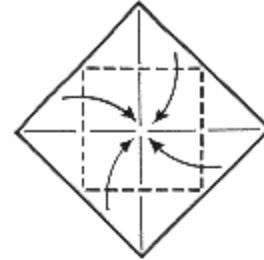
4. Again, fold all corners to center
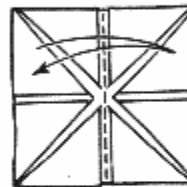
5. Fold paper in half and unfold
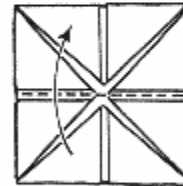
6. Fold in half from top to bottom. Do not unfold.

7. Slide thumbs and forefingers under the squares and move the Origami Finger Game back and forth to play.

Appendix D: Graphic Organizers

How I Contribute to Group Work

My role in this group is _____

_____.

I do my job by:

- _____

- _____

- _____

I say things like:
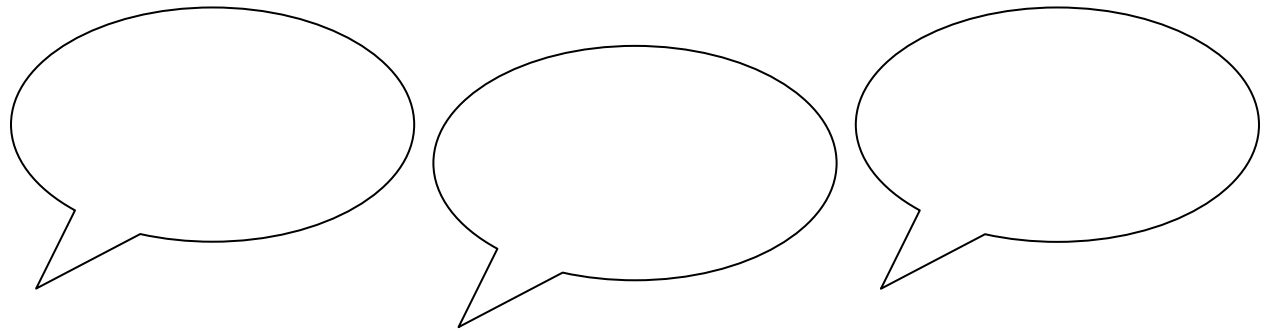
The most challenging part of this job is _____.

The best part of this job is _____.

I would rate my performance in the role of _____

as _____.

How I Can Help My Group

Name: _____   Date: _____

During group work, when someone:

☆ keeps interrupting, I feel _____

   I can help make this situation better by _____

☆ argues, I feel _____

   I can help make this situation better by _____

☆ puts down others, I feel _____

   I can help make this situation better by _____

☆ complains, I feel _____

   I can help make this situation better by _____

☆ fools around, I feel _____

   I can help make this situation better by _____

☆ bosses others around, I feel _____

   I can help make this situation better by _____

☆ doesn't listen to others, I feel _____

   I can help make this situation better by _____

☆ is off-topic, I feel _____

   I can help make this situation better by _____

☆ is very quiet, I feel _____

   I can help make this situation better by _____

Activity Reflection

Name: _____

Date: _____

Activity: _____

What did I (we) do?	What were the results?

What could we do now?

What are the most important things I learned from this activity?

How could I use the new information and skills from this activity in the future?

Collecting My Thoughts

Name: _____   Date: _____

Here is everything I know about _____

_____

_____

_____

_____

_____

Here are some pictures of _____

Here are some questions I have: _____

_____

_____

_____

How to Use KWL Charts

Step 1 | **Think about what you already KNOW about your topic. List those facts in the first column.**

For example, if your topic is "How I Talk to Others in a New Language," you may come up with these ideas.

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand. • Don't be afraid to make mistakes!		

Step 2 | **Think of the kinds of information you WANT to find out. List specific questions in the second column.**

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand • Don't be afraid to make mistakes!	• What do I do if I don't know how to say a word? • What do I do if I don't understand what the other person is saying?	

Step 3 | **LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.**

MS Word allows you to create your own chart electronically using the options in the **Table** menu.

KWL Chart

Name: _____   Date: _____

Step 1	**Step 2**	**Step 3**
What I know	**What I want to find out**	**What I have learned**

How to Use a Brainstorming Web

Step 1 Identify your topic and use it as the title. Write it in the centre of your web.

Step 2 Identify categories of information and label each of the outer bubbles.
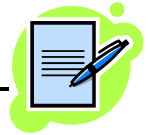
Step 3 Brainstorm and jot down ideas in each category.

Ideas

Ideas

Ideas

Topic

Ideas

Ideas

Ideas
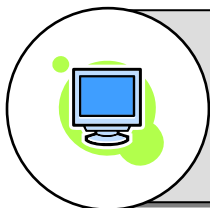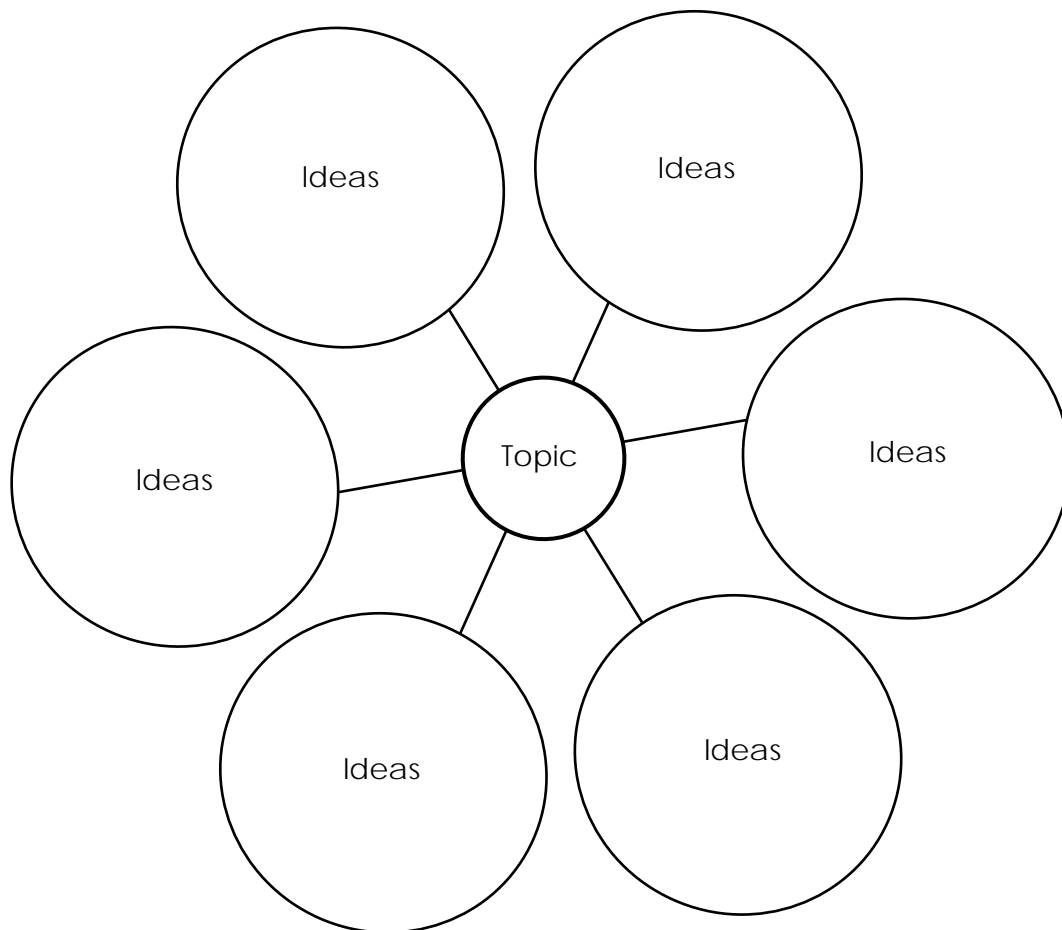
Newer versions of MS Word have a web-building option that lets you create your own web electronically.

Brainstorming Web

Name: _____ Date: _____
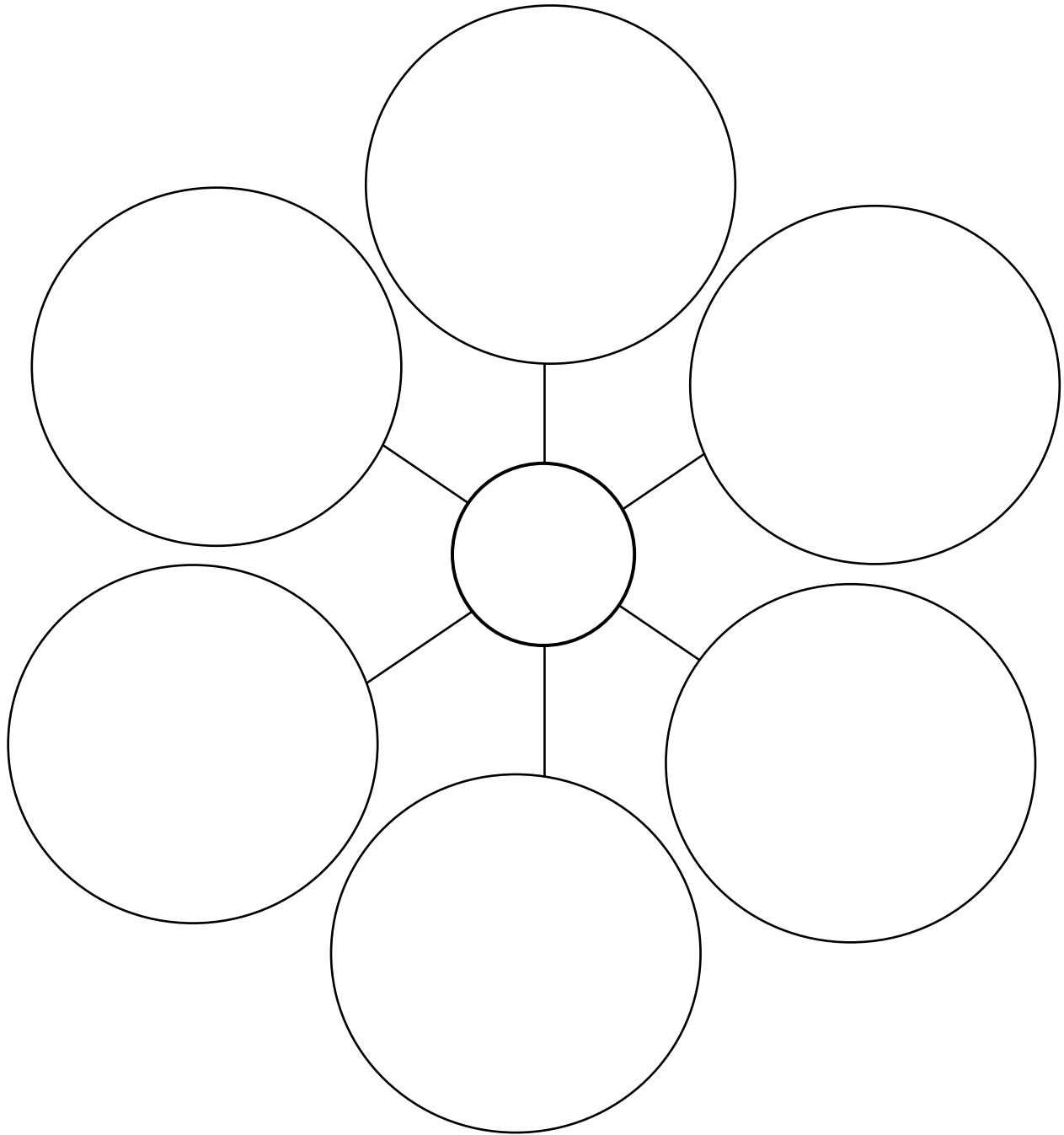
Idea Builder

1. Key idea
_____

2. Draw it

3. Facts
_____
_____
_____
_____

4. Sample sentence
_____
_____
_____
_____

5. Examples
_____
_____
_____

6. Non-examples
_____
_____
_____

7. Definition
_____
_____

How to Create a Mind Map

What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

How do I create a mind map?

Step 1   Identify your topic and write it in the centre of the page. This is the centre of your mind map.

Step 2   As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

Step 3   Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:
- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

Step 4   Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:
- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

Sample Mind Map
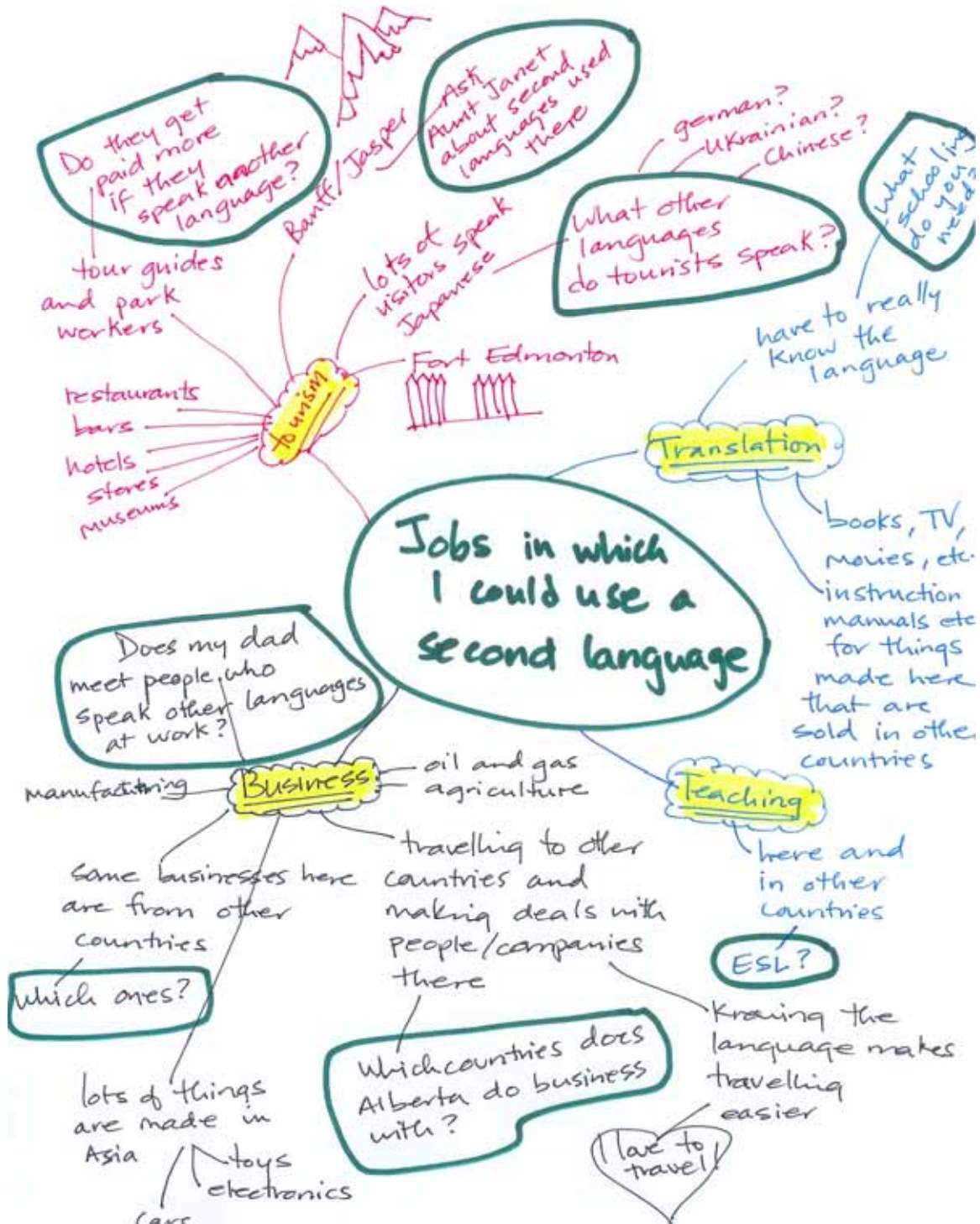
In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I Want to Know" in a KWL chart.

How to Use Venn Diagrams

Characteristics or features that are unique to one item		Characteristics or features that are unique to another item

Characteristics or features that are the same for both items
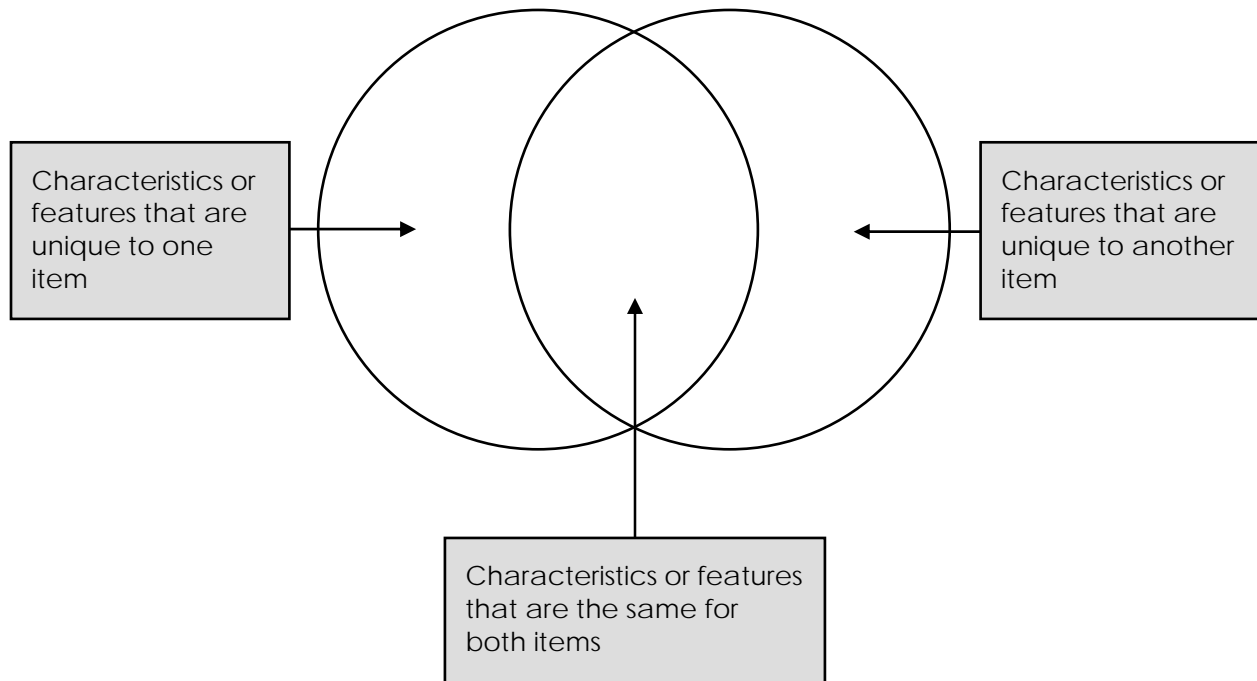
Step 1 Label each side of the diagram with the name of each item you are comparing.

Step 2 Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

Step 3 Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

Step 4 Think about all the features the items share and write your ideas in the middle of the diagram.
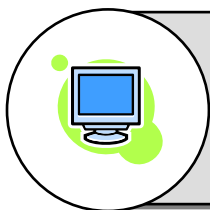
MS Word has a Venn diagram option that lets you create your own Venn diagram electronically.
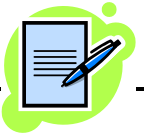
Venn Diagram

Name: _____   Date: _____
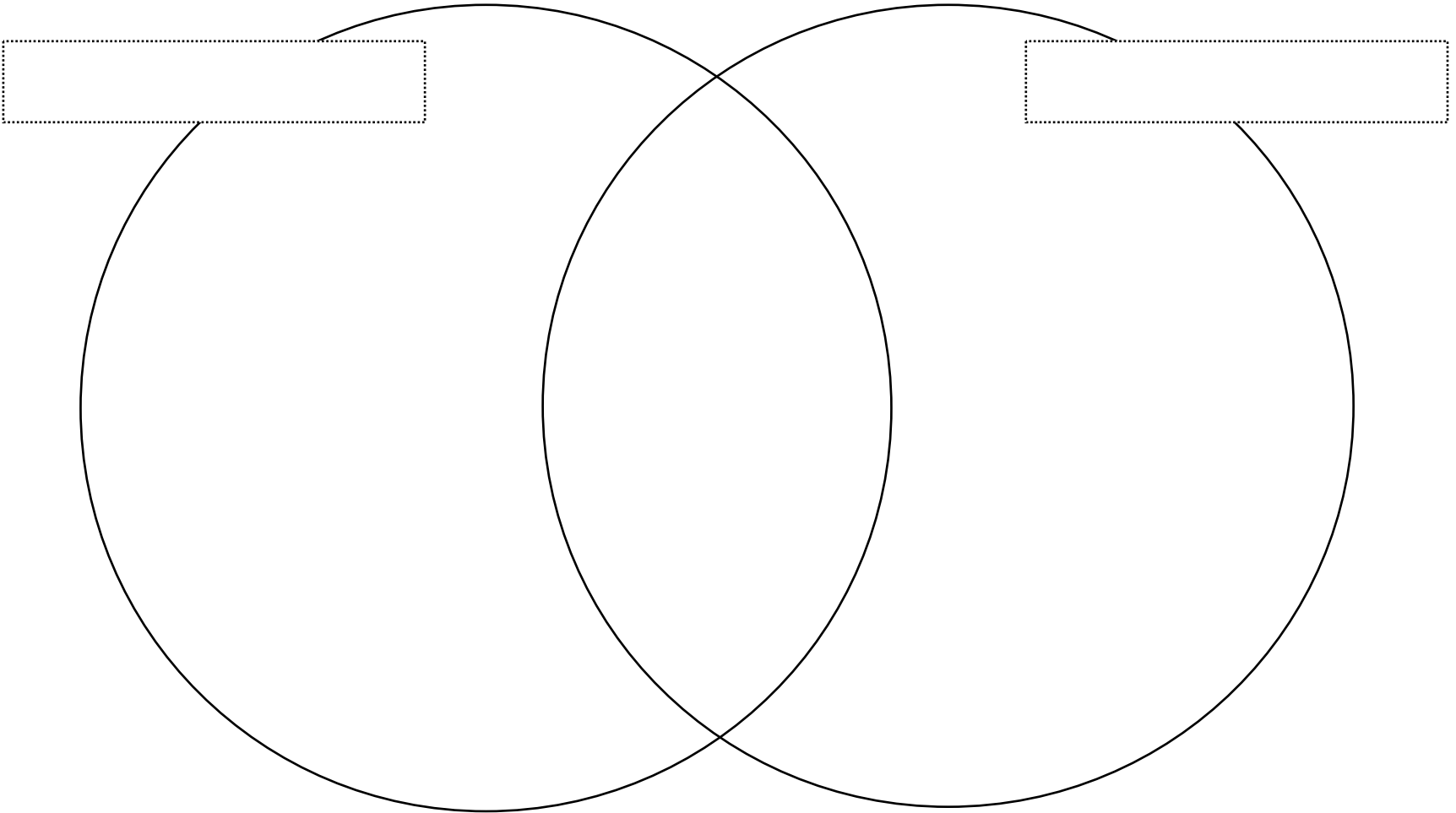
Five Senses Wheel

Name: _____   Date: _____

taste

sight

touch

Topic

sound

smell
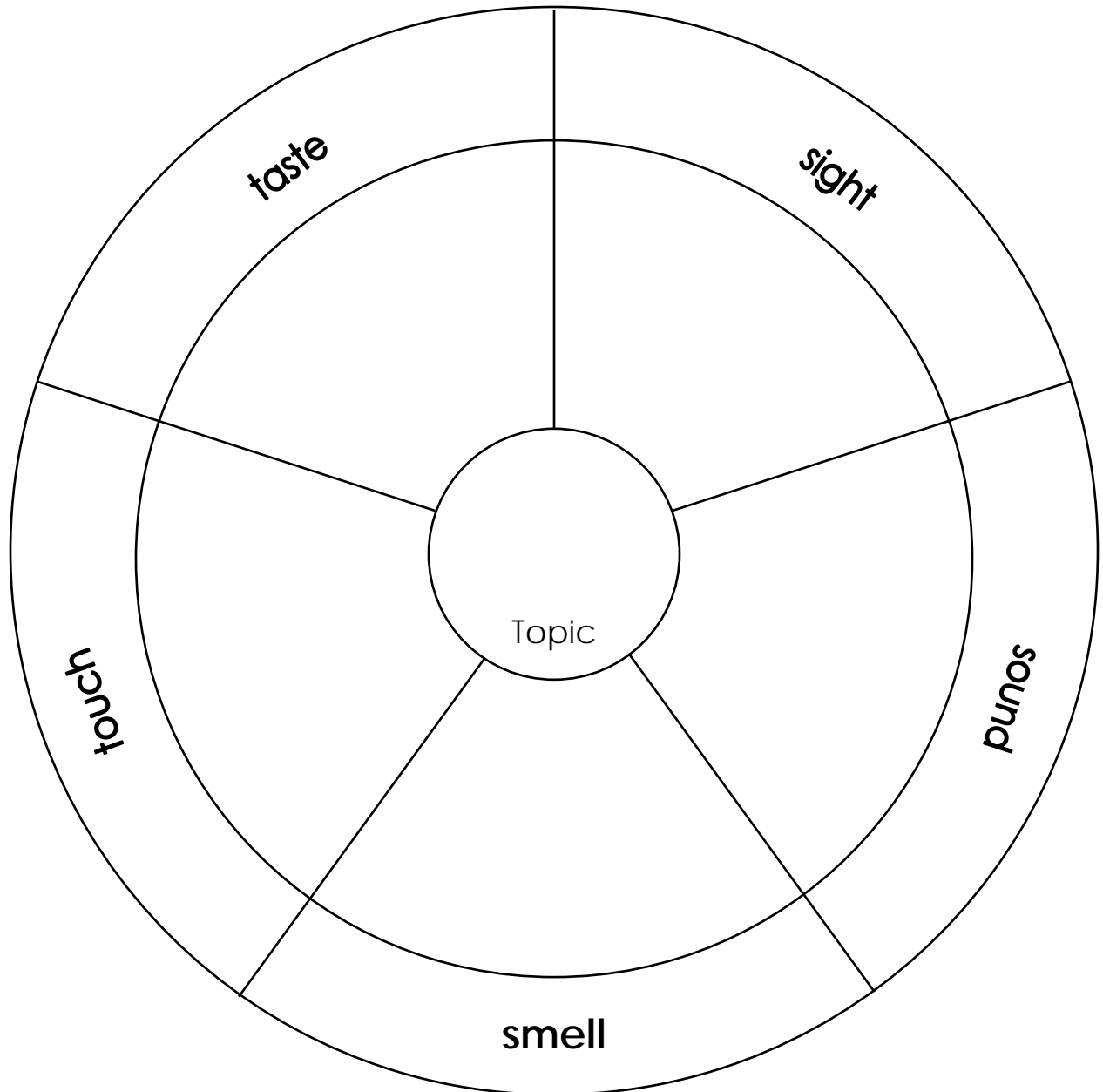
Triple T-chart

Name: _____   Date: _____

Title/Topic: _____

Looks like:	Sounds like:	Feels like:

Y-chart

Name: _____   Date: _____

Feels Like

Sounds Like

Looks Like

The Four Ws and H

Name: _____   Date: _____

Fill in the chart with questions on your topic that you want to find answers to.

Who? List questions about **people**.	
What? List questions about **things** and **events**.	
Where? List questions about **places**.	
When? List questions about **times** and **dates**.	
How? List questions about **the way things happen**.	

A Day in the Life

Name: _____   Date: _____
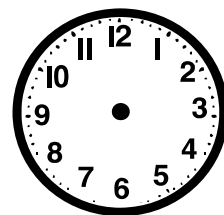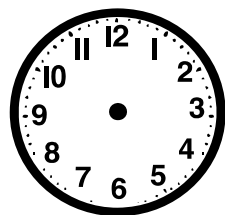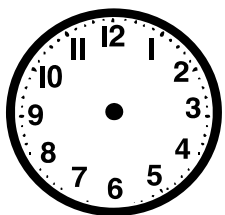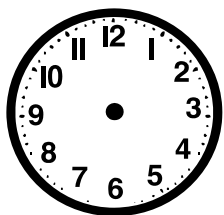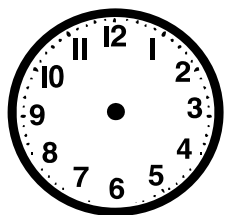
How to Use PMI Charts

Step 1 | **P**lus: Think about all the advantages and good reasons for making the choice.

Step 2 | **M**inus: Think about all the disadvantages and the down side of making the choice.

Step 3 | List any information that is neither positive nor negative as **I**nteresting.

Example: *A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool*

Using the Internet as a Research Tool

Plus	Minus	Interesting Information
• There is a lot of information. • You can look at a number of different sources in a short period of time. • You can do your research in the comfort of your home or classroom.	• If you do not know how to search well, it can take a long time to find what you need. • There is no guarantee that the information you find is accurate or of good quality. • The reading level of factual and historical information may be high.	• Most teenagers know more about using the Internet than adults! • Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.
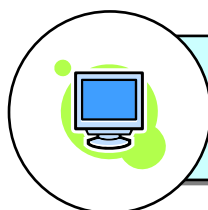
MS Word allows you to create your own chart electronically using the options in the **Table** menu.

PMI Chart

Name: _____ Date: _____

Title: _____

Plus	Minus	Interesting Information

What I Have, What I Need
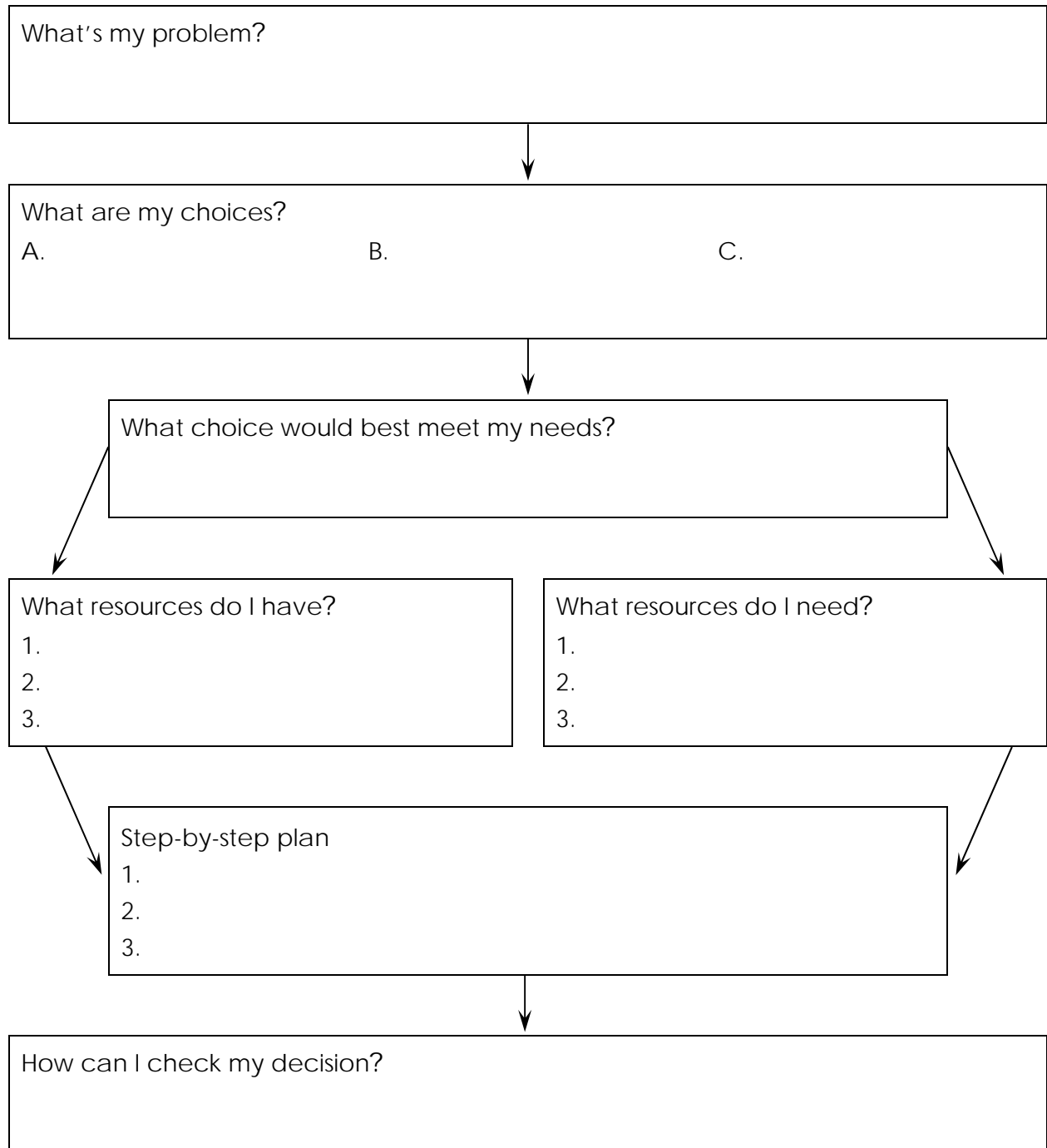
What's my problem?

↓

What are my choices?

A.   B.   C.

↓

What choice would best meet my needs?

What resources do I have?
1.
2.
3.

What resources do I need?
1.
2.
3.

Step-by-step plan
1.
2.
3.

↓

How can I check my decision?

Making a Decision

Issue: _____   Option: _____

	PROS +	**CONS –**
Facts:	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
Feelings:	_____ _____ _____ _____	_____ _____ _____ _____
My new ideas:	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
My decision:	_____ _____	
My reasons for this decision:	_____ _____	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

IDEA Decision Maker

Identify the problem

_____

_____

_____

Describe possible solutions

_____

_____

_____

Evaluate the potential consequences of each solution

_____

_____

_____

Act on the best solution

_____

_____

_____
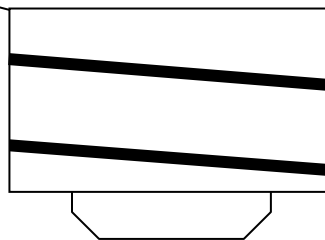
How did your IDEA work?
(Evaluate your results.)

_____

_____

Consider the Alternatives

Decision-making situation or conflict to be resolved: _____

_____

_____

1 Option: _____
_____
_____
_____

➤ Possible consequences: _____
_____
_____
_____

2 Option: _____
_____
_____
_____

➤ Possible consequences: _____
_____
_____
_____

3 Option: _____
_____
_____
_____

➤ Possible consequences: _____
_____
_____
_____

4 Option: _____
_____
_____
_____

➤ Possible consequences: _____
_____
_____
_____

Influences on Decision Making

Family   Peers

Decision to be made

_____

_____

_____

_____

Values   Cultural beliefs
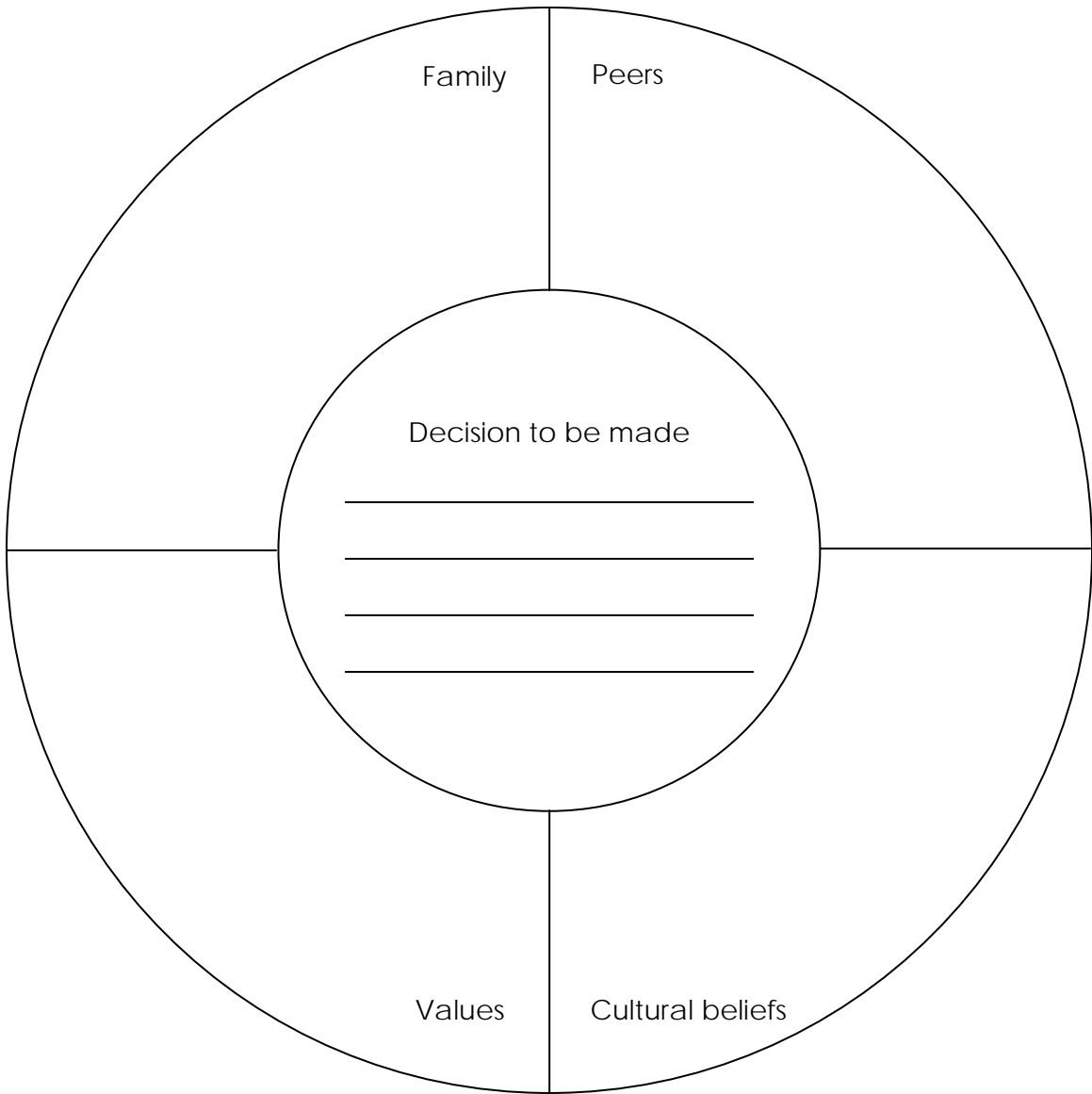
Questions you need to ask to help you make this decision

_____   _____

_____   _____

_____   _____

_____   _____

Goal-setting Organizer 1

Name: _____   Date: _____

My goal is _____

_____

_____

I am choosing this goal because

_____

_____

To reach this goal I will:

1. _____

2. _____

3. _____

It will take me _____ days to reach my goal.

Did I reach my goal?   ☐ yes   Why or why not? _____

☐ almost   _____

☐ no   _____

Goal-setting Organizer 2

Date: _____

Name: _____

Goal	My goal is to …
Rationale	I chose this goal because …
Action plan	To reach this goal, I will …
Measurement	How will I know if I am successful?
Self-reflection	What would I do differently?

Goal-setting Organizer 3

Name: _____   Date: _____

Goal Planning: Start Small

My long-term goal is _____

_____ by _____

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
_____	_____	_____
_____	_____	_____

To reach this goal, I will:

- _____
- _____
- _____

by _____

To reach this goal, I will:

- _____
- _____
- _____

by _____

To reach this goal, I will:

- _____
- _____
- _____

by _____
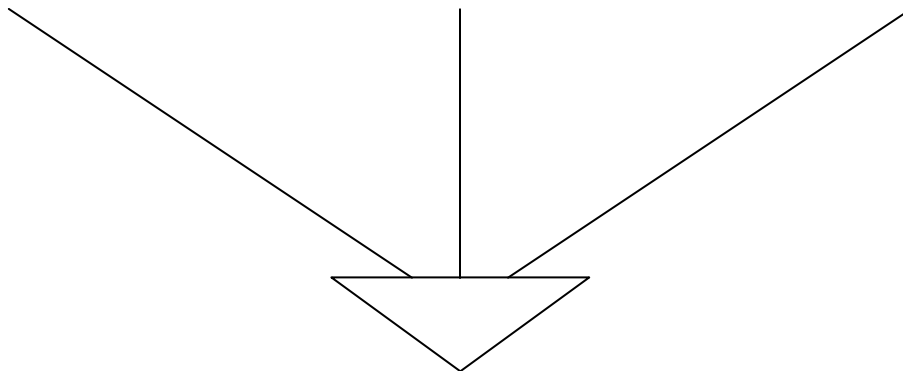
I will know I have reached my long-term goal when _____

_____

_____

Goal-setting Organizer 4

Name: _____   Date: _____

What Can Affect Your Goals?

Personal commitment

Personal habits

Goal

_____

_____

_____

Support of others

Personal resources (including skills)
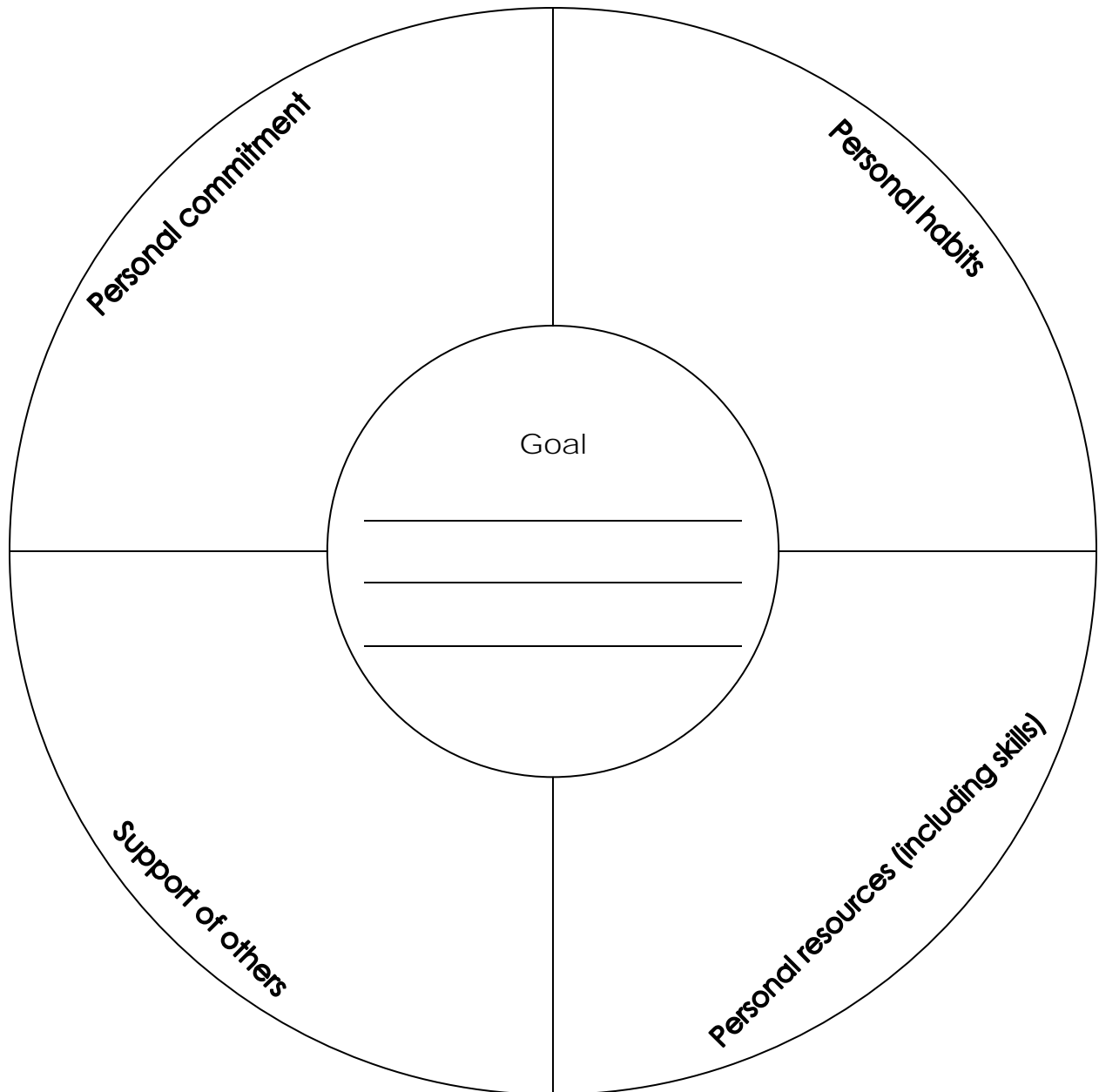
Appendix E: Assessment Blackline Masters

Self-assessment Checklist

| Name: | Louis | Grade: | 10 | Date: | April 2 |

I can …	Yes	Not Yet
talk about how Japanese and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Japanese and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

Self-assessment Checklist

	:		:	

I can …		

Self-assessment Rating Scale

Name: David	**Grade:** 10	**Date:** April 22

	Never	Sometimes	Usually	Always
I can …				
• tell someone I like it very much ( )	●	●	⊙	●
• tell someone I like it ( )	●	●	⊙	●
• tell someone I don't like it ( )	●	●	⊙	●
• tell someone that something is so-so. ( )	●	●	⊙	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

> **Note:** All criteria in this sample address outcome A–2.1b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

Self-assessment Rating Scale

:		:	

I can …

	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Peer-assessment Checklist

:	Janice	:	10	9	24
	Shauna	**Activity:**	pronunciation		

My partner can …		
pronounce basic Japanese sounds	✓	
use intonation to express meaning	✓	
pronounce some common phrases, such as '*douzo yoroshiku*' or ' *konnichiwa*'	✓	
say simple words and phrases, such as '*Watashi wa* _____ *desu.*'		✓
use appropriate gestures.	✓	

I like: you said most sentences clearly.

You can improve by: Checking your sentences by comparing with the black-board example.

> **Note:** This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

Peer-assessment Checklist

:		:	
		Activity:	

My partner can …		

What I liked about your presentation: _____

_____

_____

You can improve: _____

_____

_____

Self-assessment Checklist and Goal Setting

| | : | Tom | | | : | 10 | | 9 | 24 |

I can …			What I am going to do next …
say Happy New Year)	✓		say Happy New Year in Japanese to at least three people each day
say numbers 1–10	✓		play the traditional Japanese New Year's game 'Hanetsuki' by counting 1–10 repeatedly
copy New Year's wish in Japanese		✓	design a New Year's card (　　　　　　) for my friends
say my own zodiac animal (example　　　)	✓		say my friend's zodiac animal names
follow the simple instruction of up, down, right, left.	✓		play the traditional Japanese New Year's game 'Fukuwarai.'

> **Note:** Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

Self-assessment Checklist and Goal Setting

:		:	

I can …			What I am going to do next …

Long-term Goal Setting

:	David		:	10	9	24

Goal #1:

By the end of this term, I would like to: make a simple self-introduction in Japanese.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Japan.

To achieve this goal, I will: research Japan on the Internet or the library and ask my neighbour, Mrs. Mori, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Japan and, maybe, showing a movie.

My parents can help me by: buying me a book on Japan for my birthday and taking me to see a Japanese garden.

> **Note:** This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

Long-term Goal Setting

:		:	

Goal #1:

By the end of this term, I would like to: _____

_____

To achieve this goal, I will: _____

_____

_____

My teacher can help me: _____

_____

My parents can help me by: _____

_____

Goal #2:

By the end of this term, I would like to: _____

_____

To achieve this goal, I will: _____

_____

_____

My teacher can help me by: _____

_____

My parents can help me by: _____

_____

Anecdotal Notes

Student Name	Date	Activity	Outcome (Grade 10)	Yes!	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC–2.1a understand a series of simple oral sentences on familiar topics in guided situations		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Simon Says	LC–2.1a understand a series of simple oral sentences on familiar topics in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	A–3.3a manage turn taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	A–3.3a manage turn taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	A–3.3a manage turn taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	A–3.3a manage turn taking	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	LC–1.3a use a repertoire of words and phrases within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

Observation Checklist

Student	Date	Activity	Outcome (Grade 10)	Student demonstrates that he or she has met the outcome.	
Leesa	Sept. 23	Singing traditional Japanese songs	A–6.1a use the language for fun	(Yes)	Not Yet
Marc	Sept. 23	Singing traditional Japanese songs	A–6.1a use the language for fun	(Yes)	Not Yet
Andreas	Sept. 23	Singing traditional Japanese songs	A–6.1a use the language for fun	Yes	(Not yet)
Su Mei	Oct. 1	Singing traditional Japanese songs	LC–1.1a pronounce some common words and phrases properly	Yes	(Not Yet)
Jack	Oct. 1	Singing traditional Japanese songs	LC–1.1a pronounce some common words and phrases properly	(Yes)	Not Yet
Ali	Oct. 10	Playing Karuta/Hiragana	LC–1.2b recognize, read and write hiragana	(Yes)	Not Yet
Maya	Oct. 10	Playing Karuta/Hiragana	LC–1.2b recognize, read and write hiragana	(Yes)	Not Yet
Philip	Oct. 10	Playing Karuta/Hiragana	LC–1.2b recognize, read and write hiragana	(Yes)	Not Yet
Simone	Oct. 25	Creating labels for classroom/school objects	LC–1.2b recognize, read and write hiragana	(Yes)	Not Yet
Nour	Oct. 27	Creating labels for classroom/school objects	LC–1.2b recognize, read and write hiragana	(Yes)	Not Yet

Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he/she has met the outcome.
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet

Checklist and Comments 1

Grade: 10	**Date:** May 3	**Activity:** Individual Q and A

Specific Outcome: S–2.3a use simple productive strategies, with guidance, to enhance language use

Student Names:

	Has met the outcome:	
	Yes	Not Yet
• Al	☑	☐
• Freddie	☑	☐
• Kevin	☑	☐
• Marissa	☐	☑
• Esther	☐	☑
• Abe	☑	☐
• Elise	☐	☑
• Nour	☑	☐
• Benjamin	☑	☐
• Lydia	☑	☐
• Franco	☑	☐
• Joseph	☑	☐

Notes for future planning: Do a role-play activity in which we talk about productive strategies students can use when speaking Japanese; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

> **Note:** This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

Checklist and Comments 1

Grade:	Date:	Activity:

Specific Outcome: _____

_____

Student Names:

Has met the outcome:

	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Notes for future planning: _____

_____

_____

_____

_____

_____

_____

Checklist and Comments 2

| Grade: | 10 | Date: | October 5 | Activity: | Telephone conversations (invitations) |

Specific Outcome(s): A–3.2a respond to offers and instructions;
LC–1.1a pronounce some common words and phrases properly;
LC–1.1b use intonation to express meaning; LC–1.3a use a repertoire of words
and phrases in familiar contexts, within a variety of lexical fields

<u>Mike</u> can:
(Student name)

	Yes	Not Yet
• invite a friend to do something	☑	☐
• accept and reject an invitation	☑	☐
• pronounce words comprehensibly	☑	☐
• use intonation to express inquiry	☐	☑
• use appropriate vocabulary related to hobbies and invitations	☑	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

> **Note:** This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

Checklist and Comments 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____ can:
(Student name)

	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: _____

_____

_____

_____

Could improve: _____

_____

_____

_____

Rating Scale 1

Grade:	10	Date:	March 10	Activity:	Group classroom scavenger hunt

Specific Outcome: A–3.3b encourage other group members to act appropriately

Student meets the outcome:

Student Name:	Never	Sometimes	Usually	Always
Jeremy				●
David		●		
Raj			●	
Sunita			●	
Alicia		●		
Kendra		●		
Taylor	●			
Billy			●	
Michell		●		
Kim		●		
Tran				●
Frida			●	
Tim		●		
Tania		●		
George			●	
Lilly			●	
Hannah		●		
Wes		●		

Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students based on a particular outcome.

Rating Scale 1

Grade:	Date:	Activity:

Specific Outcome: _____

_____

_____

Student meets the outcome:

Student Name:	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Rating Scale 2

Grade: 10	**Date:** November 12	**Activity:** Unit: My family

Specific Outcome(s): A–1.1a identify and describe concrete people, places and things; LC-1.1a pronounce some common words and phrases properly; LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; LC–3.2a produce written phrases and simple written sentences on familiar topics in guided situations; S–2.3a use simple productive strategies, with guidance, to enhance language use

Student Name: Name: Tania

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her family	●	⊙	●	●
• identified the people in his or her family correctly	●	●	⊙	●
• used words relevant to the family correctly	●	⊙	●	●
• wrote words and phrases clearly and correctly	●	⊙	●	●
• used a dictionary to find new words related to the family	⊙	●	●	●
• used illustrations to provide relevant details about his or her family	●	●	⊙	●
• _____	●	●	●	●
• _____	●	●	●	●

> **Note:** This sample Rating Scale demonstrates how a teacher could record information about the quality of a student's performance as it relates to learning outcomes.

Rating Scale 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

Rating Scale 3

Grade:	10	Date:	March 10	Activity:	Reading out some familiar words

Specific Outcome(s): LC–1.1a pronounce some common words and phrases properly

Levels of performance and corresponding criteria:

★★★★   Demonstrated **excellent** pronunciation of all words—**no** errors
★★★   Demonstrated **good** pronunciation of almost all words—a **few** errors
★★   Demonstrated **acceptable** pronunciation of most words—**several** errors but still comprehensible
★   Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student		Name of Student	
Saresh	(★ ★ ★)★		★ ★ ★ ★
Derek	(★ ★ ★ ★)		★ ★ ★ ★
Crystal	(★ ★ ★ ★)		★ ★ ★ ★
Dakota	(★ ★ ★)★		★ ★ ★ ★
Ellen	(★ ★ ★)★		★ ★ ★ ★
Troy	(★ ★)★ ★		★ ★ ★ ★
Jonathan	(★ ★ ★)★		★ ★ ★ ★
Sam	(★ ★)★ ★		★ ★ ★ ★
Jim	(★ ★)★ ★		★ ★ ★ ★
Sal	(★ ★ ★ ★)		★ ★ ★ ★
Rebecca	(★ ★ ★ ★)		★ ★ ★ ★
Steven	(★ ★ ★)★		★ ★ ★ ★
Janice	(★ ★)★ ★		★ ★ ★ ★
Tran	(★ ★ ★)★		★ ★ ★ ★
Polly	(★ ★ ★)★		★ ★ ★ ★

> **Note:** This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

Rating Scale 3

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

Levels of performance and corresponding criteria:

★★★★ _____

★★★ _____

★★ _____

★ _____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

Rubric (10-3Y)

Name: Jeanne	**Date:** October 17	**Activity:** Conversation—making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A-4.1a	**Consistently** exchanges greetings and farewells.	**Frequently** exchanges greetings and farewells. The **occasional** error does not interrupt the message.	**Sometimes** exchanges greetings and farewells; however, the message is **unclear**.	**Rarely** exchanges greetings and farewells. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

Rubric

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

Rubric and Checklist

Name: Ellen	**Date:** November 14	**Activity:** Telephone Conversation

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A–4.1a	**Consistently** exchanges greetings and farewells.	**Frequently** exchanges greetings and farewells. The **occasional** error does not interrupt the message.	**Sometimes** exchanges greetings and farewells; however, the message is **unclear**.	**Rarely** exchanges greetings and farewells. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Work habits

☐ worked independently   ☐ worked with some assistance

☐ worked with minimal assistance   ☐ required constant supervision and assistance

Note: This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

Rubric and Checklist

Name:		Date:	Activity:	

Outcome	Excellent	Very Good	Acceptable	Limited

Work habits
- ☐ worked independently
- ☐ worked with minimal assistance
- ☐ worked with some assistance
- ☐ required constant supervision and assistance

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