

9

*-YEAR PROGRAM*

*Classroom  
Assessment  
Materials*

# Japanese

**LANGUAGE and CULTURE**

[ GRADE ] — **4**

2008

**Alberta**  
EDUCATION





# *Japanese Language and Culture Nine-year Program*

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*Grade 4  
Classroom Assessment  
Materials*

*2008*

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Learning and Teaching Resources Branch.

Japanese language and culture nine-year program classroom assessment materials, grade 4.

ISBN 978-0-7785-6416-4

1. Japanese language – Study and teaching (Elementary) – Alberta.
2. Education – Alberta – Curricula. 3. Japanese language – Outlines, syllabi, etc. I. Title.

PL519.A333 2008

495.6

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## Acknowledgements

Alberta Education gratefully acknowledges Edmonton School District No. 7 for writing contributions and language validation over the course of the development of the *Japanese Language and Culture Nine-year Program Classroom Assessment Materials, Grade 4*. We would also like to acknowledge the Japan Foundation for their support through the provision of special advisors to Alberta Education.

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# Classroom Assessment Materials

## Grade 4

### Japanese Language and Culture

#### Purpose

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

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

#### About the Assessment Materials

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

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

#### Assessment for Learning and Assessment of Learning

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

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

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

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

## How and When to Use the Assessment Materials

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

### Assessment of the Strategies Outcomes

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

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

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

## Principles of Effective Classroom Assessment

- **Assessment is ongoing**

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

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

- **Assessment employs a variety of strategies**

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

- **Assessment criteria are clearly communicated**

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

- **Assessment involves students**

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

- **Assessment demonstrates sensitivity to individual differences**

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

In summary, effective classroom assessment:

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

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

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

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

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

## あたらしい せいと / The New Student

### Student's Performance Task Description

You have volunteered to be a buddy to a new student who has arrived in class. This is the first time you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> a. share basic information; e.g., their name, their age
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> <b>A-4.1 manage personal relationships</b> a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information
Supporting Outcomes	
<i>LC-4 Interact</i>	<input type="checkbox"/> <b>LC-4.1 interactive fluency</b> a. engage in simple interactions, using words and short phrases
<i>LC-5 Apply knowledge of the sociolinguistic/ sociocultural context</i>	<input type="checkbox"/> <b>LC-5.4 social conventions</b> a. imitate simple routine social interactions b. use basic social expressions appropriate to the classroom
<b>Materials</b> <ul style="list-style-type: none"> <li>Visual support on walls about greetings, feelings, asking and telling one's age</li> </ul>	

### Alternative Assessment Task

You are a host of a school event; e.g., multicultural night or a Japanese cultural event. You greet Japanese speakers and performers at the door, in Japanese. You show them to their seats or describe where they are to go, using a map.

## あたらしい せいと / The New Student

### Student's Performance Task Description

You have volunteered to be a buddy to a new student who has arrived in class. This is the first time you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

### Instructions

1. Find a partner. One person is the buddy, the other the new student. Switch roles afterward.
2. Plan and present a possible first meeting between the two students.

### Sample dialogue

Buddy: こんにちは! / Hello!

New Student: こんにちは! / Hello!

Buddy: げんきですか? / How are you?

New Student: はい、げんきです。げんきですか? / I am fine. How are you?

Buddy: はい、げんきです。わたしの/ ぼくの なまえは \_\_\_\_\_ です。  
おなまえは? / Yes, I am fine. My name is \_\_\_\_\_. And your name is?

New Student: わたしの/ ぼくの なまえは \_\_\_\_\_ です。 / My name is \_\_\_\_\_.

Buddy: なんさいですか。 / How old are you?

New Student: \_\_\_\_\_ さいです。なんさいですか? / I am \_\_\_\_\_ years old.  
How old are you?

Buddy: \_\_\_\_\_ さいです。クラスへ ようこそ! / I am \_\_\_\_\_ years old. Welcome to the class!

New Student: ありがとう! / Thank you!

Buddy: さようなら! / Good-bye!

New Student: さようなら! / Good-bye!

<b>Evaluation Tools</b>	<ul style="list-style-type: none"> <li>- Self-assessment Checklist</li> <li>- Observation Checklist</li> <li>- Self-assessment</li> <li>- Peer Assessment</li> </ul>
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## あたらしい せいと / The New Student: Self-assessment Checklist

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Criteria	Yes	Not Yet	My Thoughts about the Task
A-1.1a <b>I shared basic information about myself:</b> - name - how I feel - age	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• I am pleased with how I ...</li> </ul>
A-4.1a <b>I exchanged a:</b> - greeting - farewell  A-4.1b <b>I introduced myself:</b> - to someone new  A-4.1c <b>I learned information about someone else:</b> - name - how they feel - age	<input type="checkbox"/>	<input type="checkbox"/>	
LC-4.1a <b>I had:</b> - a conversation with someone, in Japanese	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• If I could do this again, I ...</li> </ul>
LC-5.4a <b>In this social interaction, I:</b> - pretended that I was meeting someone new  LC-5.4b <b>In this social interaction, I:</b> - used polite expressions like <i>thank you</i> and <i>you are welcome</i>	<input type="checkbox"/>	<input type="checkbox"/>	

## あたらしい せいと / The New Student: Observation Checklist

ひにち / Date: \_\_\_\_\_

**Criteria:** A-1.1a, A-4.1a, The student shares/exchanges personal information, greetings and farewells with a  
A-4.1b, A-4.1c new acquaintance

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

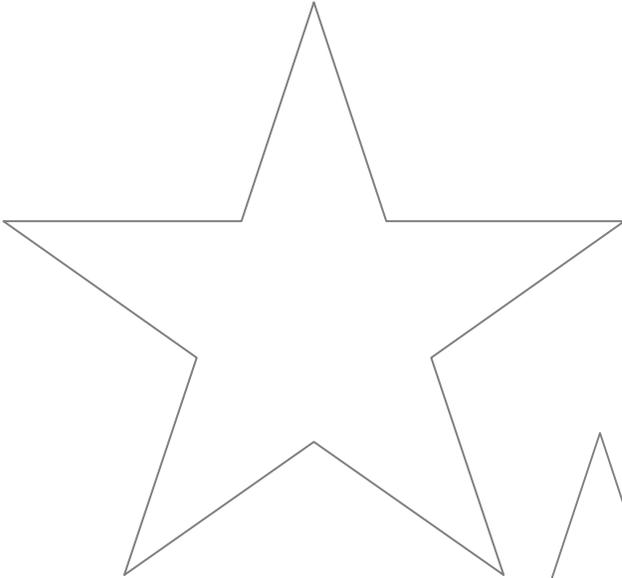
**Considerations for future planning**

あたらしい せいと / The New Student: Self-assessment

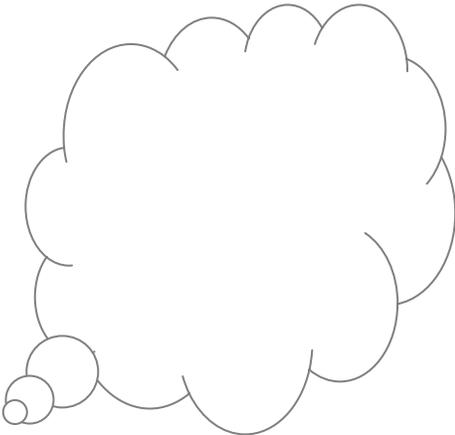
なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

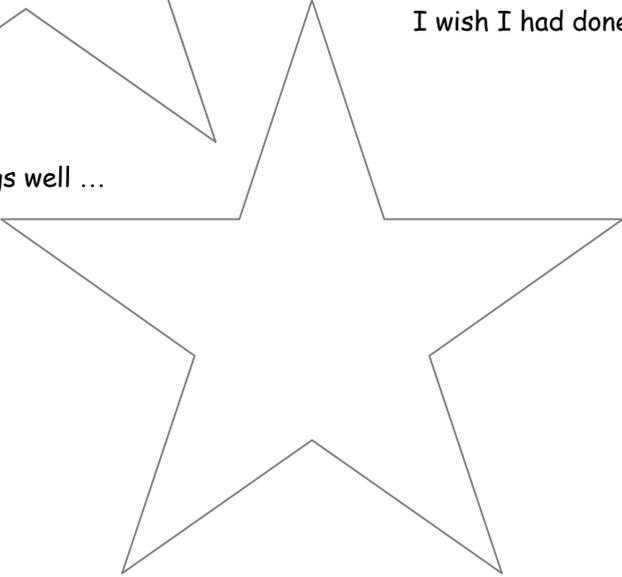
**A-1.1a, A-4.1c, LC-5.4b**  
**Exchanging Basic Information with Someone New**



I did these things well ...



I wish I had done this differently ...

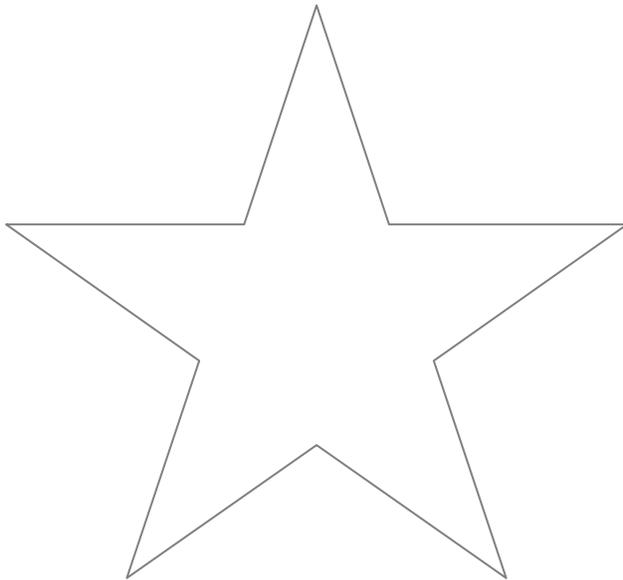
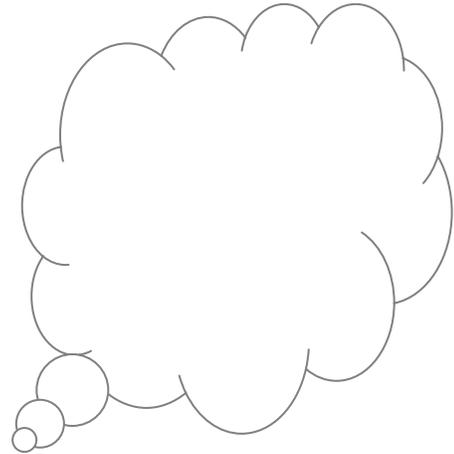


あたらしい せいと / The New Student: Peer Assessment

なまえ / Name: \_\_\_\_\_ ひにち / Date: \_\_\_\_\_

**A-1.1a, A-4.1c, LC-5.4b**  
**Exchanging Basic Information with Someone New**

Some advice for next time ...



I really liked how you did this ...

## そうぞう かぞく / Imaginary Family

### Student's Performance Task Description

You are a famous photographer who specializes in family portraits. You have been asked to present your family to a group of Japanese-speaking admirers.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> b. identify concrete people, places and things
Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.1 sound system</b> b. pronounce some common words and phrases properly
<i>LC-3 Produce texts</i>	<input type="checkbox"/> <b>LC-3.1 speaking</b> a. produce simple spoken words and phrases in guided situations  <input type="checkbox"/> <b>LC-3.2 writing</b> a. copy simple written words and phrases in guided situations  <input type="checkbox"/> <b>LC-3.3 representing</b> a. use visuals and other forms of nonverbal communication to express meaning in guided situations
<i>LC-5 Apply knowledge of the sociolinguistic/ sociocultural context</i>	<input type="checkbox"/> <b>LC-5.1 register</b> a. speak at a volume appropriate to classroom situations
<b>Materials</b> <ul style="list-style-type: none"> <li>Visual supports; e.g., wall charts, picture dictionaries and pattern sentences</li> </ul>	

### Alternative Assessment Task

Present a photograph of your real family to a group of classmates so they can recognize them at an upcoming event; e.g., dance, picnic, winter concert.

## そうぞう かぞく / Imaginary Family

### Performance Task Description

You are a famous photographer who specializes in family portraits. You have been asked to present your family to a group of Japanese-speaking admirers.

### Instructions

1. Create your imaginary family on a poster, family tree or in a photograph album. Use photographs, drawings and pictures from magazines or the computer.
2. Label all members of your imaginary family by their name and title; e.g.,
  - たろう、 / Taro
  - わたしの / My
  - ぼくの おとうさん / Dad
3. Present your family to your classmates. Tell each member's name and his or her relationship to you.

### Sample presentation

- こんにちは。 / Hello!
- これは わたしの/ぼくの かぞくです。 / This is my family.
- これは わたしの/ぼく です。わたしの/ぼくの なまえは \_\_\_\_\_ です。 / This is me. My name is \_\_\_\_\_.
- これは わたしの/ぼくの おとうさんです。なまえは \_\_\_\_\_ です。 / This is my father. His name is \_\_\_\_\_.
- これは わたしの/ぼくの おかあさんです。なまえは \_\_\_\_\_ です。 / This is my mother. Her name is \_\_\_\_\_.
- これは わたしの/ぼくの おにいさんです。なまえは \_\_\_\_\_ です。 / This is my older brother. His name is \_\_\_\_\_.
- これは わたしの/ぼくの おねえさんです。なまえは \_\_\_\_\_ です。 / This is my older sister. Her name is \_\_\_\_\_.
- これは わたしの/ぼくの おじいさんです。なまえは \_\_\_\_\_ です。 / This is my grandfather. His name is \_\_\_\_\_.
- これは わたしの/ぼくの おばあさんです。なまえは \_\_\_\_\_ です。 / This is my grandmother. Her name is \_\_\_\_\_.
- これは わたしの/ぼくの いぬです。 なまえは \_\_\_\_\_ です。 / This is my dog. Its name is \_\_\_\_\_.
- わたしは/ぼくは わたしの/ぼくの かぞくが だいすきです。 / I love my family.
- ありがとうございます。 / Thank you very much.

### Evaluation Tools

- Self-assessment Checklist
- Peer Assessment
- Rubric

## そうぞう かぞく / Imaginary Family: Self-assessment Checklist

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Criteria	Yes	Not Yet	My Thoughts about the Task
A-1.1b, LC-3.2a <b>I identified all my family members by name and title, in writing, in sentences:</b> - mother <input type="checkbox"/> <input type="checkbox"/> - father <input type="checkbox"/> <input type="checkbox"/> - sister <input type="checkbox"/> <input type="checkbox"/> - brother <input type="checkbox"/> <input type="checkbox"/> - grandfather <input type="checkbox"/> <input type="checkbox"/> - grandmother <input type="checkbox"/> <input type="checkbox"/> - others: _____			
A-1.1b, LC-1.1b, LC-3.1a <b>I identified all my family members by name and title, orally, in sentences:</b> - mother <input type="checkbox"/> <input type="checkbox"/> - father <input type="checkbox"/> <input type="checkbox"/> - sister <input type="checkbox"/> <input type="checkbox"/> - brother <input type="checkbox"/> <input type="checkbox"/> - grandfather <input type="checkbox"/> <input type="checkbox"/> - grandmother <input type="checkbox"/> <input type="checkbox"/> - others: _____			
LC-3.3a <b>I used visuals to represent my family.</b> - All family members are included <input type="checkbox"/> <input type="checkbox"/> - Each one is clearly represented <input type="checkbox"/> <input type="checkbox"/>			
LC-3.3a <b>I used gestures during my oral presentation.</b> - People could better understand what I said <input type="checkbox"/> <input type="checkbox"/>			
LC-3.1a <b>I spoke clearly during my oral presentation.</b> - People could understand me <input type="checkbox"/> <input type="checkbox"/> - I spoke loud enough <input type="checkbox"/> <input type="checkbox"/> - I varied my voice <input type="checkbox"/> <input type="checkbox"/>			

Please notice this about my imaginary family ...

## そうぞう かぞく / Imaginary Family: Peer Assessment

Students can choose one of the following criteria to make a positive comment:  
(A-1.1b, LC-3.2a, LC-3.3a)

ひにち / Date: \_\_\_\_\_

**Criteria:**

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

\_\_\_\_\_さん/くん へ / Dear \_\_\_\_\_,

When you presented your imaginary family, I noticed that you ... ☺

From \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

**Criteria:**

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

\_\_\_\_\_さん/くん へ / Dear \_\_\_\_\_,

When you presented your imaginary family, I noticed that you ... ☺

From \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

**Criteria:**

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

\_\_\_\_\_さん/くん へ / Dear \_\_\_\_\_,

When you presented your imaginary family, I noticed that you ... ☺

From \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

**Criteria:**

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

\_\_\_\_\_さん/くん へ / Dear \_\_\_\_\_,

When you presented your imaginary family, I noticed that you ... ☺

From \_\_\_\_\_

# そうぞう かぞく / Imaginary Family: Rubric

ひにち / Date: \_\_\_\_\_

- |        |              |   |
|--------|--------------|---|
| Level: | 4 - WOW!     | independently identifies family members, orally and in writing, with an <b>accuracy</b> that <b>enhances</b> comprehension          |
|        | 3 - Yes!     | <b>requires minimal assistance</b> to identify family members, with <b>few errors</b>   |
|        | 2 - Yes, but | <b>requires occasional support</b> to identify family members, with <b>frequent errors</b> that <b>make comprehension difficult</b> |
|        | 1 - No, but  | <b>requires continual prompting</b> to identify family members, with <b>many errors</b> that <b>interfere with comprehension</b>    |

Student	Criteria Level				A-1.1b identified people in a family, orally				LC-3.1a produced simple words about the family, orally				LC-3.2a produced simple phrases about the family, in writing				LC-1.1b pronunciation is comprehensible			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1				
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**Considerations for future planning**

## ものがたり / Story Time

### Student's Performance Task Description

You are a reviewer for a publisher of material for children. Your duties include giving summaries, responses and opinions of various Japanese books, videos, songs and stories that are suitable for children. Choose one of these and respond to it.

### Principal Outcomes

<i>A-2 To express feelings and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, feelings, opinions, preferences</b> b. express a personal response c. respond to and express basic feelings
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.3 solve problems</b> a. participate in problem-solving situations

### Supporting Outcomes

<i>LC-3 Produce texts</i>	<input type="checkbox"/> <b>LC-3.1 speaking</b> a. produce simple spoken words and phrases in guided situations  <input type="checkbox"/> <b>LC-3.2 writing</b> a. copy simple written words and phrases in guided situations
---------------------------	---

### Materials

- Books, videos, stories and songs in Japanese

### Alternative Assessment Task

You are helping your teacher plan for next year. Choose a Japanese story or video that you have read or seen from this year and review it. Did you like it? Why or why not? Draw a picture and write several words that describe the problem in the story. Would you recommend that it be used again next year?

**ものがたり / Story Time****Performance Task Description**

You are a reviewer for a publisher of material for children. Your duties include giving summaries, responses and opinions of various Japanese books, videos, songs and stories that are suitable for children. Choose one of these and respond to it.

**Instructions**

1. Choose a children's book, story, song or video. Read, watch or listen to it.
2. Respond to the book, story, song or video by:
  - writing a few words, in Japanese, about how you feel
  - writing why you feel that way, in your first language
  - drawing a picture
  - writing a few words or sentences, in Japanese, describing a problem or a main event.

**Evaluation Tools**

- Self-assessment and Teacher Feedback
- Rubric

ものがたり / Story Time:  
Self-assessment and Teacher Feedback

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_

Type of Material \_\_\_\_\_

How I Feel ... A-2.1b, A-2.1c, LC-3.2a

The diagram consists of two speech bubbles on the left and two on the right. A horizontal dashed line connects the top of the two left speech bubbles to the top of the two right speech bubbles. From the bottom of each of the four speech bubbles, a vertical dashed line extends downwards to a large rectangular box. This box is divided into two sections: the left section is labeled "I feel..." and the right section is labeled "because...".

*I feel...*

*because...*

**Self-assessment**

In my personal response, I ...

**Teacher Feedback**

I can see from your personal response that ...

## ものがたり / Story Time: Rubric

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Title _____	Author _____
-------------	--------------

Level The student ...	Meets Standard of Excellence	Approaches Standard of Excellence	Meets Acceptable Standards	Approaches Acceptable Standards
<b>A-2.1b</b> • expresses a personal response to a story or song	expresses a response that is <b>clear</b> and is related to personal experience	expresses a response that is <b>related</b> to personal experience	expresses a <b>basic</b> response that is <b>somewhat</b> related to personal experience	expresses a response, that is <b>unclear</b> and <b>unrelated</b> to personal experience
<b>A-2.1c</b> • responds to and expresses basic feelings	shows a <b>clear</b> response to and expression of the mood and feelings evoked by the material	shows a response to and expression of the mood and feelings evoked by the material	shows a <b>basic</b> response to and expression of the mood and feelings evoked by the material	shows <b>little</b> or <b>no</b> response to or expression of the mood and feelings evoked by the material
<b>A-5.3a</b> • participates in problem-solving situations	clearly identifies a problem and solution	identifies a problem and a solution	<b>mostly</b> identifies a problem and a solution	does <b>not</b> identify a problem or a solution or identification is <b>unclear</b>
<b>LC-3.2a</b> • produces simple written words and phrases in guided situations	writes text in Japanese that is <b>very</b> appropriate and <b>correctly</b> completed, with little guidance	writes text in Japanese that is appropriate and <b>correctly</b> completed, with some guidance	writes text in Japanese that is <b>mostly</b> appropriate and completed, with guidance	writes text in Japanese that is <b>inappropriate</b> or <b>incomplete</b>

Comments

## おもしろい ピザ / Silly Pizza

### Student's Performance Task Description

You are a waiter in a new restaurant called Sam's Silly Pizzeria. Your job is to make suggestions about what customers might like on their pizza and then make the pizza.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.1 guide actions of others</b> <ol style="list-style-type: none"> <li>a. indicate basic needs and wants</li> <li>b. give and respond to simple oral instructions or commands</li> </ol> <input type="checkbox"/> <b>A-3.2 state personal actions</b> <ol style="list-style-type: none"> <li>a. respond to offers and instructions</li> </ol>
Supporting Outcomes	
<i>A-2 To express feelings and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, feelings, opinions, preferences</b> <ol style="list-style-type: none"> <li>a. express simple preferences</li> </ol>
<i>LC-4 Interact</i>	<input type="checkbox"/> <b>LC-4.1 interactive fluency</b> <ol style="list-style-type: none"> <li>a. engage in simple interactions, using words and short phrases</li> </ol>
<i>LC-6 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-6.3 patterns of social interaction</b> <ol style="list-style-type: none"> <li>a. respond using very simple social interaction patterns; e.g., question-answer, greeting-response</li> </ol>
<b>Materials</b> <ul style="list-style-type: none"> <li>• Visuals for pizza toppings; e.g., pictures from magazines, flyers, picture cards</li> <li>• Round cardboard pizza forms</li> </ul>	

### Alternative Assessment Task

Your Japanese class is having a pizza party. Your teacher needs to know what kinds of pizza to order. You tell your teacher what your favourite toppings are, in Japanese. Enjoy the pizza!

## おもしろい ピザ / Silly Pizza

### Performance Task Description

You are a waiter in a new restaurant called Sam's Silly Pizzeria. Your job is to make suggestions about what customers might like on their pizza and then make the pizza.

### Instructions

1. Greet the customer, holding a pizza crust.
2. Choosing one visual at a time, ask the customer if he or she would like what you have chosen for the pizza.
3. If the answer is yes, place it on the pizza.
4. If the answer is no, continue offering the customer other choices until the pizza is complete.
5. The pizza should have at least three toppings.

### Sample dialogue

Waiter: こんにちは。いらっしゃいませ。 / Hello. Welcome.

Customer: こんにちは。 / Hello.

Waiter: (わたしは) \_\_\_\_\_ です。ピザは いかがですか。 / I am \_\_\_\_\_.

Would you like some pizza?

Customer: はい、おねがいします。 / Yes, please.

Waiter: (ピザに) \_\_\_\_\_ は いかがですか。 / Would you like to add

\_\_\_\_\_ on the pizza?

Customer: はい、おねがいします。 / Yes, please.

いいえ、けっこうです。 / No, thank you.

When the pizza is complete, with the toppings chosen by the customer:

Waiter: ピザです。どうぞ。 / Here is your pizza. Here you go.

Customer: ありがとう。 / Thank you!

### Evaluation Tools

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

## おもしろい ピザ / Silly Pizza: Peer-assessment Rating Scale

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

パートナー / Partner: \_\_\_\_\_

Criteria	Peer Assessment	Evidence
<p>A-3.1b</p> <ul style="list-style-type: none"> <li>• give and respond to <b>simple oral instructions</b> or <b>commands</b></li> </ul> <p>LC-4.1a</p> <ul style="list-style-type: none"> <li>• engage in <b>simple interactions</b>, using words and short phrases</li> </ul>	<p><b>When I was the customer, <u>my partner</u>, the waiter, was able to understand what I wanted and could carry on a conversation with me</b></p> <p style="text-align: center;">Consistently      Mostly      Sometimes      Seldom</p>	<p>I know this because ...</p>
<p>A-3.1a</p> <ul style="list-style-type: none"> <li>• indicate basic <b>needs and wants</b></li> </ul> <p>A-2.1a</p> <ul style="list-style-type: none"> <li>• express <b>simple preferences</b></li> </ul> <p>LC-6.3a</p> <ul style="list-style-type: none"> <li>• respond using very <b>simple social interaction patterns</b></li> </ul>	<p><b>When I was the waiter, <u>my partner</u>, the customer, was able to tell me likes and dislikes and respond to my suggestions</b></p> <p style="text-align: center;">Consistently      Mostly      Sometimes      Seldom</p>	<p>I know this because ...</p>
<p><b>A compliment I could offer my partner would be ...</b></p>		
<p><b>Some advice I could offer my partner for next time would be ...</b></p>		

**おもしろい ピザ / Silly Pizza: Self-assessment**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

<i>When I Was ...</i>	<i>Looking Back ...</i>	<i>Looking Ahead ...</i>
<p style="text-align: center;"><b>the customer ...</b></p> <p><u>Criteria</u>                      A-2.1a • I expressed simple preferences                      LC-4.1a • I engaged in simple interactions</p>	<p>What did I do well?</p>     <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>
<p style="text-align: center;"><b>the waiter ...</b></p> <p><u>Criteria</u>                      LC-4.1a • I engaged in simple interactions                      A-3.1b • I made suggestions</p>	<p>What did I do well?</p>     <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>

## おもしろい ピザ / Silly Pizza: Observation Checklist

ひにち / Date: \_\_\_\_\_

<b>Criteria:</b> A-3.1a, A-3.1b, LC-4.1a The student indicates basic wants through a simple oral interaction			
Student	Yes	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
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9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Considerations for future planning</b>			

## きいてみて / Just Ask

### Student's Performance Task Description

Think of all the things you could ask permission for or offer to do in class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says Yes or No.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.1 guide actions of others</b> b. give and respond to simple oral instructions or commands  <input type="checkbox"/> <b>A-3.2 state personal actions</b> a. respond to offers and instructions
Supporting Outcomes	
<i>LC-2 Interpret texts</i>	<input type="checkbox"/> <b>LC-2.1 listening</b> a. understand simple spoken sentences on familiar topics in guided situations
<i>LC-3 Produce texts</i>	<input type="checkbox"/> <b>LC-3.1 speaking</b> a. produce simple spoken words and phrases in guided situations
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.2 interpretive</b> a. use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension

### Materials

- A class set of cards with Yes on one side and No on the other

### Alternative Assessment Task

Ask your teacher, in Japanese, for permission to do different things, e.g., go to the bathroom, go to get a drink, throughout the week. Keep track of how many times in one week you asked these questions. Set goals for yourself and see if you meet them.

## きいてみて / Just Ask

### Performance Task Description

Think of all the things you could ask permission for or offer to do in class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says Yes or No.

### Instructions

1. Your teacher will give you a card with Yes on one side and No on the other.
2. Choose two Japanese questions from a brainstormed list that **ask permission to do** something and two other questions that **ask or offer to do** something.
3. Ask your classmates to answer the questions you have chosen.
4. If your classmates understand what has been asked, they will give you permission by showing the Yes card. If your classmates do not understand, they will deny you permission by showing the No card.
5. Keep track of the number of Yes and No answers you receive.

### Sample dialogue

- みずを のんでもいいですか。 / May I have drink of water, please?
- こくばんを けしてもいいですか。 / May I erase the blackboard?
- トイレに いてもいいですか。 / May I go to the washroom, please?
- かみを くばってもいいですか。 / May I distribute/hand out the paper?
- \_\_\_\_\_を かりてもいいですか。 / May I borrow \_\_\_\_\_?
- えいがを みてもいいですか。 / May I watch a movie, please?
- えいごで はなしてもいいですか。 / May I speak English, please?
- としょかんに いてもいいですか。 / May I go to the library, please?

### Evaluation Tools

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

きいてみて / Just Ask:  
Self-assessment Rating Scale

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

During the Just Ask game, I was able to ...

Criteria	Yes	Getting There	Not Yet
A-3.1b • give simple instructions	●	●	●
A-3.2a • respond to offers to do something	●	●	●
LC-2.1a • understand simple sentences	●	●	●
LC-3.1a • say simple words and phrases	●	●	●
S-2.2a • listen for key words	●	●	●

## きいてみて / Just Ask: Observation Checklist

ひにち / Date: \_\_\_\_\_

<b>Criteria: LC-2.1a, LC-3.1a The student understands and produces simple words and sentences</b>			
Student	Yes	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Considerations for future planning</b>			

きいてみて / Just Ask: Self-assessment

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

A-3.1b Questions I will ask PERMISSION	Tally Count YES      NO		LC-3.1a How well did people understand me? Why?
1.			
2.			
3.			
A-3.2 Questions I will ask OFFER TO DO	Tally Count YES      NO		LC-3.1a How well did people understand me? Why?
4.			
5.			
6.			

LC-2.1a When people asked me questions, I understood them ...

consistently      usually      sometimes      seldom



I know this because ...

## どうする？ / Invitation Dilemma

### Student's Performance Task Description

You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to a movie with another friend. You have to decide which invitation to accept and which to decline.

#### Principal Outcomes

**A-3** *To get things done*

- A-3.2** state personal actions  
a. respond to offers and instructions

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

- A-5.3** solve problems  
a. participate in problem-solving situations

#### Supporting Outcomes

**A-4** *To form, maintain and change interpersonal relationships*

- A-4.1** manage personal relationships  
a. exchange greetings and farewells  
c. exchange some basic personal information

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

- LC-1.1** sound system  
b. pronounce some common words and phrases properly  
c. use intonation to express meaning

**LC-2** *Interpret texts*

- LC-2.1** listening  
a. understand simple spoken sentences on familiar topics in guided situations

**LC-3** *Produce texts*

- LC-3.1** speaking  
a. produce simple spoken words and phrases in guided situations

**LC-4** *Interact*

- LC-4.1** interactive fluency  
a. engage in simple interactions, using words and short phrases

#### Materials

- A birthday card invitation

### Alternative Assessment Task

You receive an e-mail invitation, in Japanese, to a friend's birthday party. Respond, through e-mail, and tell your friend that you either can or cannot make it to the party.

## どうする？ / Invitation Dilemma

### Performance Task Description

You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to a movie with another friend. You have to decide which invitation to accept and which to decline.

### Instructions

1. Greet a friend and respond to his or her announcement that it is his or her birthday today.
2. When the friend invites you to his or her birthday party, either accept or decline the invitation.

### Sample dialogue

Student A: こんにちは! / Hello!

Student B: こんにちは! / Hello!

Student A: げんきですか? / How are you?

Student B: はい、げんきです。げんきですか? / Yes, I am fine. How are you?

Student A: げんきです! きょうは わたしの / ぼくの たんじょうびです! / I am fine! Today is my birthday!

Student B: たんじょうび おめでとう! なんさい ですか? / Happy Birthday! How old are you?

Student A: \_\_\_\_\_ さいです。たんじょうパーティーの しょうたいじょうです。 / I am \_\_\_\_\_ years old. This is the invitation for my birthday party.

Student B: ありがとう。パーティーは いつですか。 / Thank you. When is the party?

Student A: \_\_\_\_\_ (がつ) \_\_\_\_\_ (にち) \_\_\_\_\_ (ようび) です。これ  
ますか? / It is on (day of the week), \_\_\_\_\_ (date),  
\_\_\_\_\_ (month). Can you come?

Student B: はい、ありがとう! / ごめんなさい。いけません。 / Yes, thank you! / I am sorry, I cannot.

Student A: よかった! / ざんねん! / Good!/Too bad!

Student B: さようなら。 / Bye now.

Student A: さようなら。 / Bye now.

- Evaluation Tools**
- Self-assessment
  - Teacher Rating Scale
  - Teacher Feedback

## どうする？ / Invitation Dilemma: Self-assessment

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

<i>When I ...</i>	<i>Looking Back ...</i>	<i>Looking Ahead ...</i>
<p><b>invited a friend ...</b></p> <p><u>Criteria</u></p> <p>A-4.1a</p> <ul style="list-style-type: none"> <li>• I exchanged greetings and farewells</li> </ul> <p>A-4.1c</p> <ul style="list-style-type: none"> <li>• I exchanged basic personal information; e.g., - my name - my age</li> </ul>	<p>What did I do well?</p>   <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>
<p><b>received an invitation ...</b></p> <p><u>Criteria</u></p> <p>A-3.2a</p> <ul style="list-style-type: none"> <li>• I responded to invitations</li> </ul> <p>A-5.3a</p> <ul style="list-style-type: none"> <li>• I experienced a problem to solve; e.g., accepted or declined the invitation</li> </ul> <p>A-4.1a</p> <ul style="list-style-type: none"> <li>• I exchanged greetings and farewells</li> </ul> <p>A-4.1c</p> <ul style="list-style-type: none"> <li>• I exchanged basic personal information; e.g., - my name - my age</li> </ul>	<p>What did I do well?</p>   <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>
<p>I want others to notice ...</p>		

# どうする？ / Invitation Dilemma: Teacher Rating Scale

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Criteria	Excellent	Very Good	Satisfactory	Not Yet
A-3.2a • responds to invitations	●	●	●	●
A-5.3a • experiences problem-solving situations	●	●	●	●
LC-1.1c • uses intonation to express meaning	●	●	●	●
LC-1.1b • pronounces some common words and phrases properly	●	●	●	●
LC-2.1a • understands simple spoken sentences in guided situations	●	●	●	●
LC-3.1a • produces simple spoken words and phrases in guided situations	●	●	●	●
LC-4.1a • engages in simple interactions	●	●	●	●

**Comments**

どうする？ / Invitation Dilemma: Teacher Feedback

The teacher comments on the following criteria:

A-3.2a responds to invitations

A-4.1a, A-4.1c exchanges greetings, farewells and basic personal information

LC-1.1c uses intonation to express meaning

LC-1.1b uses comprehensible pronunciation

ひにち / Date: \_\_\_\_\_

Dear \_\_\_\_\_,

When you responded to the birthday invitation, I noticed that you...

I also noticed...

Next time, you may want to try ...

From \_\_\_\_\_

## ゲームの ひ / Games Day

### Student's Performance Task Description

Your teacher announces that today is *Games Day*. Choose a game to play, in Japanese, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

### Principal Outcomes

**A-3** *To get things done*

- A-3.1 guide actions of others**
  - b. give and respond to simple oral instructions or commands
- A-3.3 manage group actions**
  - a. manage turn taking
  - b. encourage other group members to act appropriately

### Supporting Outcomes

**LC-3** *Produce texts*

- LC-3.1 speaking**
  - a. produce simple spoken words and phrases in guided situations

### Materials

- A variety of games available for small groups

### Alternative Assessment Task

You help to get the *Grade 3* students excited about learning Japanese in *Grade 4*. You go to a *Grade 3* class to teach a student the game you learned. You also teach the student some Japanese phrases so he or she can play without using English.

## ゲームの ひ / Games Day

### Performance Task Description

Your teacher announces that today is Games Day. Choose a game to play, in Japanese, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

### Instructions

1. Play a game with at least two other people.
2. At each turn, say whose turn it is or ask whose turn it is, in Japanese.
3. Use encouraging words, in Japanese, to promote good sportsmanship among players.
4. Switch roles with the other players until all get a chance to keep track of turns and encourage others.

### Sample phrases

- だれの ばんですか? / Whose turn is it?
- わたしの ばんです。 / It is my turn.
- あなたの ばんです。 / Your turn.
- (name) の ばんです。 / (\_\_\_\_\_'s turn)
- やった! / Yeah, I did it!
- すごい! / Wow, great!
- さんねん! / Too bad!
- ああ、だめ! / Oh, no!
- サイコロをふって。 / Roll the dice.
- はじめ / Start.
- すすめ / Move forward.
- やすみ / Skip a turn.
- とまれ / Stop.
- オッケー。 / Okay.
- がんばれ! / Come on!/You can do it!

### Evaluation Tools

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

**ゲームの ひ / Games Day:  
Self-assessment Rating Scale and Goal Setting**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

When playing a game in Japanese, I can ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-3.3a A-3.3b	<ul style="list-style-type: none"> <li>ask whose turn it is</li> </ul>				
A-3.3a	<ul style="list-style-type: none"> <li>tell a group member it is his or her turn</li> </ul>				
A-3.3b	<ul style="list-style-type: none"> <li>encourage other group members</li> </ul>				
A-3.1b	<ul style="list-style-type: none"> <li>give simple instructions</li> </ul>				
A-3.1b	<ul style="list-style-type: none"> <li>respond to simple oral instructions or commands</li> </ul>				
LC-3.1a	<ul style="list-style-type: none"> <li>produce simple words and phrases</li> </ul>				
<p><b>The next time I play a game in Japanese, I ...</b></p>					

## ゲームの ひ / Games Day: Teacher Checklist

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

## The student can ...

Yes

Not Yet

A-3.3a • manage turn taking in Japanese

A-3.3b • encourage other group members to act appropriately

LC-3.1a • produce simple words and phrases in Japanese

A-3.1b • give simple oral instructions and commands

A-3.1b • respond to simple oral instructions and commands

Strengths

Challenges

## ゲームの ひ / Games Day: Teacher Checklist

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

## The student can ...

Yes

Not Yet

A-3.3a • manage turn taking in Japanese

A-3.3b • encourage other group members to act appropriately

LC-3.1a • produce simple words and phrases in Japanese

A-3.1b • give simple oral instructions and commands

A-3.1b • respond to simple oral instructions and commands

Strengths

Challenges

## ゲームの ひ / Games Day: Peer-assessment Rating Scale

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

パートナー / Partner: \_\_\_\_\_

Criteria	Peer Assessment	Evidence
<p><b>When we were playing the game, <i>my partner</i> was able to ...</b></p> <p>A-3.3a</p> <ul style="list-style-type: none"> <li>• manage turn taking in Japanese</li> </ul> <p>A-3.3b</p> <ul style="list-style-type: none"> <li>• encourage other group members to act appropriately</li> </ul> <p>A-3.1b</p> <ul style="list-style-type: none"> <li>• give simple oral instructions</li> </ul> <p>A-3.1b</p> <ul style="list-style-type: none"> <li>• respond to simple oral instructions</li> </ul>	<p>Consistently    Mostly    Sometimes    Seldom</p> <p>●—————●—————●—————●</p>	<p>I know this because ...</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p>
<p><b>A compliment I could offer my partner would be ...</b></p>   		
<p><b>Some advice I could offer my partner for next time would be ...</b></p>   		

## たからさがし / Scavenger Hunt

### Student's Performance Task Description

You and your partner have been given a Japanese word puzzle to solve. Each clue leads to another hidden clue around the school. You follow each clue to get a piece of the puzzle and discover where to go next.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> b. identify concrete people, places and things
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.1 discover and explore</b> a. explore the immediate environment in a variety of ways  <input type="checkbox"/> <b>A-5.2 gather and organize information</b> a. gather simple information  <input type="checkbox"/> <b>A-5.3 solve problems</b> a. participate in problem-solving situations

Supporting Outcomes	
<i>LC-2 Interpret texts</i>	<input type="checkbox"/> <b>LC-2.2 reading</b> a. understand simple written words and phrases in guided situations
<i>S-1 Language learning</i>	<input type="checkbox"/> <b>S-1.3 social/affective</b> a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively, brainstorm

### Materials

- A series of written and pictorial clues posted around the school
- A mystery word, one letter of which is hidden with each clue

## たからさがし / Scavenger Hunt

### Performance Task Description

You and your partner have been given a Japanese word puzzle to solve. Each clue leads to another hidden clue around the school. You follow each clue to get a piece of the puzzle and discover where to go next.

### Instructions

1. With your partner, read and follow the first instruction given by the teacher.
2. When you arrive at the location in the school, write down the first letter of the word puzzle. Read and follow the next instruction you find in that location.
3. Continue until you have read the last clue and found the last letter.
4. Return to the classroom to unscramble the letters to form the word.

### Sample clues

- としょかんに 行ってください。 / Go to the library.
- じょしトイレに 行ってください。 / Go to the girls' washroom.
- だんしトイレに 行ってください。 / Go to the boys' washroom.
- オフィスに 行ってください。 / Go to the office.
- こうちょうしつに 行ってください。 / Go to the principal's office.
- たいいくかんに 行ってください。 / Go to the gymnasium.
- おんがくしつに 行ってください。 / Go to the music room.
- げんかんに 行ってください。 / Go to the entrance.
- \_\_\_\_\_ せんせいの きょうしつに 行ってください。 / Go to Mr./Ms. \_\_\_\_\_'s classroom.

### Evaluation Tools

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

たからさがし / Scavenger Hunt:  
Self-assessment Rating Scale

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

**During the Scavenger Hunt, I could ...**

Criteria	Always	Sometimes	Usually	Not Yet
A-5.1a • explore my school	●	●	●	●
A-5.2a • gather information from clues	●	●	●	●
LC-2.2a • read clues in Japanese	●	●	●	●
A-5.3a • solve the puzzle, using clues	●	●	●	●
A-1.1b • identify places in the school	●	●	●	●
S-1.3a • work with a partner to solve a puzzle	●	●	●	●

**When it came to reading and understanding the clues, I noticed ...**

**When I was exploring the school for clues, I noticed ...**

**My partner and I worked together ...**

**たからさがし / Scavenger Hunt:  
Peer-assessment Rating Scale**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

パートナー / Partner: \_\_\_\_\_

My partner could ...		Yes	Getting There	Not Yet	I know this because ...
A-5.2a	<ul style="list-style-type: none"> <li>gather simple information from the written clues</li> </ul>				
A-5.1a	<ul style="list-style-type: none"> <li>explore the immediate environment; e.g., find the correct place in the school</li> </ul>				
S-1.3a	<ul style="list-style-type: none"> <li>work cooperatively with me on this task</li> </ul>				
A compliment I would like to pay you is ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

たからさがし / Scavenger Hunt: Teacher Rating Scale

ひにち / Date: \_\_\_\_\_

4 = excellent

3 = very good

2 = satisfactory

1 = incomplete

Student	A-5.1a, A-1.1b investigates/identifies school places				A-5.2a, A-5.3a gathers information/solves puzzle				S-1.3a works cooperatively with peers				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	
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## アンケートけっかは … / And the Survey Says ...

### Student's Performance Task Description

You and your classmates have been hired by separate companies to take surveys of the class' preferences and to organize your findings in several different ways.

Principal Outcomes	
<i>A-2 To express feelings and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, feelings, opinions, preferences</b> a. express simple preferences
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.2 gather and organize information</b> a. gather simple information b. organize items in different ways

Supporting Outcomes	
<i>LC-2 Interpret texts</i>	<input type="checkbox"/> <b>LC-2.1 listening</b> a. understand simple spoken sentences on familiar topics in guided situations
<i>LC-4 Interact</i>	<input type="checkbox"/> <b>LC-4.1 interactive fluency</b> a. engage in simple interactions, using words and short phrases

### Materials

- Visual supports and resources to complete the design of the survey

### Alternative Assessment Task

You are going to have an ice-cream sundae afternoon. Your teacher needs to know what toppings he or she should bring to class. Survey your friends, in Japanese, about their favourite ice cream and toppings. Organize the information you receive. Share the results with your teacher and classmates. Enjoy the sundaes!

アンケートけっかは … / **And the Survey Says ...**

**Performance Task Description**

You and your classmates have been hired by separate companies to take surveys of the class' preferences and to organize your findings in several different ways.

**Instructions**

1. Choose a theme for your survey; e.g., food, sports, subjects, objects, animals.
2. Design a survey that asks people which of two choices they prefer or like; e.g., "Do you like hockey or soccer?"
3. Include at least three sets of choices.
4. Draw a picture and label each choice.
5. Orally survey at least three people.
6. Orally answer at least three other people's surveys.
7. When your survey is complete, organize your information in at least two different ways; e.g., a bar graph, pictograph, Venn diagram, report, poster.
8. Share your information with your classmates.

**Evaluation Tools**

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



**アンケートけっかは … / And the Survey Says ...:  
Teacher Rating Scale**

ひにち / Date: \_\_\_\_\_

4 = consistently    3 = usually    2 = sometimes    1 = rarely

Student	A-2.1a expresses preferences				A-5.2a gathers information				A-5.2b organizes information				LC-4.1a understands spoken Japanese				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
1.																	
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**Considerations for future planning**

**アンケートけっかは … / And the Survey Says …:  
Observation Checklist**

ひにち / Date: \_\_\_\_\_

<b>Criteria: A-5.2a, A-5.2b The student gathers and organizes information</b>			
<b>Student</b>	<b>Yes</b>	<b>Not Yet</b>	<b>I noticed ...</b>
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
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18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
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22.	<input type="checkbox"/>	<input type="checkbox"/>	
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27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Considerations for future planning</b>			

## レポーター / Reporter

### Student's Performance Task Description

You are a reporter for your school newsletter. Your assignment is to research various reasons for learning Japanese and to report your findings to an audience who may not understand that language.

### Principal Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.4 explore opinions and values</b> a. listen attentively to the opinions expressed b. respond sensitively to the ideas and works of others
<i>GC-3 Personal growth and future opportunities</i>	<input type="checkbox"/> <b>GC-3.1 Japanese language and culture</b> a. suggest some reasons for learning Japanese

### Supporting Outcomes

<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., seek information through a variety of sources  <input type="checkbox"/> <b>S-3.2 metacognitive</b> a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task
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### Materials

- Access to resources, e.g., written, audiovisual, Internet, human, that explain reasons for learning Japanese

### Alternative Assessment Task

You are advertising your school. Your assignment is to prepare a poster for your school's Open House about its exciting Japanese language and culture program. Discuss why it is important to know Japanese.

**レポーター / Reporter****Performance Task Description**

You are a reporter for your school newsletter. Your assignment is to research various reasons for learning Japanese and to report your findings to an audience who may not understand that language.

**Instructions**

1. Explore the different reasons for learning Japanese by using various resources.
2. Choose a method to report your findings; e.g., write an article; conduct an interview; make a poster; create a song, rhyme or skit.
3. Present your findings to your classmates.

**Evaluation Tools**

- Self-assessment and Student/Teacher Rating Scale
- Teacher Rating Sale
- Peer Assessment

## レポーター / Reporter: Self-assessment and Student/Teacher Rating Scale

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

レポーター / Reporter: Self-assessment				
<b>Criteria</b>  S-3.2a • make a <b>plan, in advance</b> , for my research	<b>My Plan</b>  <input type="checkbox"/> Before I start ...  <input type="checkbox"/> During my research ...  <input type="checkbox"/> After I have gathered my information ...			
<b>Criteria</b>  S-3.1a • seek information from a <b>variety of sources</b>	<b>My Resources</b>  <input type="checkbox"/> Human <input type="checkbox"/> Text <input type="checkbox"/> Internet <input type="checkbox"/> Audiovisual <input type="checkbox"/> Other			
<b>Criteria</b>  GC-3.1a • identify <b>reasons</b> for learning Japanese	<b>Reasons to Learn Japanese</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
レポーター / Reporter: Student/Teacher Rating Scale				
HOW DID I DO?				
4 (Excellent)   3 (Very Good)   2 (Satisfactory)   1 (Incomplete)				
Assessor	My Plan	Resources	Reasons	Comments
Me				
My Teacher				

## レポーター / Reporter: Teacher Rating Scale

ひにち / Date: \_\_\_\_\_

4 = excellent

3 = very good

2 = satisfactory

1 = incomplete

Student	GC-3.1a identifies reasons for learning				S-3.1a uses a variety of sources				S-3.2a makes a plan in advance				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	
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レポーター / Reporter: Peer Assessment

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

パートナー / Partner: \_\_\_\_\_

**Criteria: A-5.4a listen attentively to the opinions of others**

You gave reasons why we should learn Japanese. These are the ones I heard ...

**Presenter's Response:** When I read your comments, I ...

**Criteria: A-5.4b respond sensitively to the ideas and works of others**

The best reason you gave for learning Japanese was ...

A compliment I would like to pay you is ...

A piece of advice I could give you for next time is ...

**Presenter's Response:** When I read your comments, I ...

## クリエイティブに / Be Creative

### Student's Performance Task Description

You belong to a Japanese children's entertainment group that is well known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

Principal Outcomes	
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.1 humour/fun</b> a. use the language for fun  <input type="checkbox"/> <b>A-6.2 creative/aesthetic purposes</b> a. use the language creatively  <input type="checkbox"/> <b>A-6.3 personal enjoyment</b> a. use the language for personal enjoyment
Supporting Outcomes	
<i>LC-3 Produce texts</i>	<input type="checkbox"/> <b>LC-3.3 representing</b> a. use visuals and other forms of nonverbal communication to express meaning in guided situations
<i>S-1 Language learning</i>	<input type="checkbox"/> <b>S-1.1 cognitive</b> a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., perform actions, learn a short song or rhyme
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. use simple productive strategies, with guidance; e.g., use familiar repetitive patterns
<b>Materials</b> <ul style="list-style-type: none"> <li>• Words and music to familiar songs or rhymes; e.g., "Old MacDonald", "Head and Shoulders", "One Potato, Two Potato"</li> <li>• Access to thematic vocabulary to substitute words</li> </ul>	

### Alternative Assessment Task

Your group performs the new song or rhyme at a school concert or a parent night, to a different grade during class time or at a school assembly.

## クリエイティブに / Be Creative

### Performance Task Description

You belong to a Japanese children's entertainment group that is well known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

### Instructions

1. With your group, choose a well-known Japanese song or rhyme with a repetitive pattern.
2. Change some of the words.
3. Make up gestures or actions to go along with your creation.
4. Perform your new Japanese song or rhyme for your classmates and then teach it to them.

### Evaluation Tools

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

## クリエイティブに / Be Creative: Self-assessment Rating Scale

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

<b>In this task, I could ...</b>	<b>Yes</b>	<b>Getting There</b>	<b>Not Yet</b>
A-6.1a • use Japanese for fun I know this because ...			
A-6.2a • use Japanese creatively I know this because ...			
A-6.2a • create a new song or rhyme in Japanese I know this because ...			
A-6.3a • use Japanese for personal enjoyment I know this because ...			
S-1.1a • perform actions to match the words of a song or rhyme I know this because ...			
A-6.2a • use patterns from a familiar song or rhyme in my creation I know this because ...			
<b>Some advice that I would give to others performing this task is ...</b>			

## クリエイティブに / Be Creative: Peer-assessment Rating Scale

なまえ / Name: \_\_\_\_\_ ひにち / Date: \_\_\_\_\_

グループ・メンバー / Group members: \_\_\_\_\_

The group could ...		Yes	Getting There	Not Yet	Feedback
A-6.1a, A-6.2b	<ul style="list-style-type: none"> <li>use Japanese creatively and for fun</li> </ul>				
S-1.1a	<ul style="list-style-type: none"> <li>perform actions to match the words of their song or rhyme</li> </ul>				
S-2.3a	<ul style="list-style-type: none"> <li>repeat a pattern in their song or rhyme</li> </ul>				
<p><b>Something I really liked about your song or rhyme ...</b></p>    					
<p><b>Some advice for next time would be ...</b></p>    					

## クリエイティブに / Be Creative: Teacher Rating Scale

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Criteria	Excellent	Very Good	Satisfactory	Not Yet
A-6.1a • uses Japanese for fun	●	●	●	●
A-6.2a • uses Japanese creatively	●	●	●	●
A-6.3a • uses Japanese for personal enjoyment	●	●	●	●
LC-3.3a • uses visuals, gestures and/or actions to express meaning	●	●	●	●
S-1.1a • performs actions to match the words of a song or rhyme	●	●	●	●
S-2.3a • uses patterns to create new songs or rhymes	●	●	●	●
<b>Comments</b>				

## おいわいしよう / Let's Celebrate

### Student's Performance Task Description

Your class is helping to prepare an important Japanese cultural celebration. Guests will be invited to share elements of Japanese culture. During the celebration, you will participate in the activities and ask questions to learn more about Japanese culture. Then, find what elements of Japanese culture are present in the classroom.

Principal Outcomes	
<i><b>GC-1 Historical and contemporary elements of Japanese culture</b></i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>GC-1.1 accessing/analyzing cultural knowledge</b> <ul style="list-style-type: none"> <li>a. participate in activities and experiences that reflect elements of Japanese culture</li> <li>b. ask questions, using English, about elements of the culture experienced in class</li> </ul> </li> <li><input type="checkbox"/> <b>GC-1.2 knowledge of Japanese culture</b> <ul style="list-style-type: none"> <li>a. participate in activities and experiences that reflect elements of Japanese culture</li> </ul> </li> <li><input type="checkbox"/> <b>GC-1.3 applying cultural knowledge</b> <ul style="list-style-type: none"> <li>a. recognize elements of Japanese culture in the classroom</li> </ul> </li> <li><input type="checkbox"/> <b>GC-1.4 diversity within Japanese culture</b> <ul style="list-style-type: none"> <li>a. experience diverse elements of Japanese culture</li> </ul> </li> <li><input type="checkbox"/> <b>GC-1.5 valuing Japanese culture</b> <ul style="list-style-type: none"> <li>a. participate in cultural activities and experiences</li> </ul> </li> </ul>
<i><b>GC-2 Affirming diversity</b></i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> <ul style="list-style-type: none"> <li>a. explore similarities between their own culture and other cultures</li> </ul> </li> </ul>
Supporting Outcomes	
<i><b>S-3 General Learning</b></i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>S-3.1 cognitive</b> <ul style="list-style-type: none"> <li>a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., ask questions</li> </ul> </li> </ul>

**おいわいしよう / Let's Celebrate****Performance Task Description**

Your class is helping to prepare an important Japanese cultural celebration. Guests will be invited to share elements of Japanese culture. During the celebration, you will participate in the activities and ask questions to learn more about Japanese culture. Then, find what elements of Japanese culture are present in the classroom.

**Instructions**

1. Brainstorm and write down some elements of the Japanese culture you may learn about during the celebration.
2. Prepare questions about what you would like to learn about the Japanese culture. Use these questions to guide your research.
3. Think about elements of the Japanese culture and identify where you see evidence of these elements in the classroom.

**Evaluation Tools**

- Student Graphic Organizer and Teacher Rating Scale
- Teacher Rating Scale
- Self-assessment

おいわいしょう / Let's Celebrate:  
Student Graphic Organizer

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Criteria	Questions I Could Ask	What I Found Out	Looks Like ... (draw a picture)
S-3.1a, GC-1.1b • ask <b>key questions</b> about culture			
GC-1.1a, GC-1.2a, GC-1.4a, GC-1.5a • <b>participate</b> in cultural activities			
GC-2.3a • explore <b>similarities</b> between my culture and other cultures			

おいわいしょう / Let's Celebrate: Teacher Rating Scale

Criteria	Yes	Getting There	Not Yet
GC-1.1a • participate in cultural activities			
GC-2.3a • explore similarities between your culture and other cultures			

おいわいしよう / Let's Celebrate: Teacher Rating Scale

ひにち / Date: \_\_\_\_\_

3 = enthusiastically

2 = passively

1 = only when encouraged

Student	GC-1.5a participates in cultural experiences			GC-1.4a experiences diverse elements of culture			S-3.1a asks questions to aid research			Planning Considerations
	3	2	1	3	2	1	3	2	1	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
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29.										
30.										

**おいわいしよう / Let's Celebrate:  
Self-assessment**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Elements of Culture	Evidence in the classroom (GC-1, GC-2.3a)
Greetings	⇒
Expressions	⇒
Food	⇒
Dress	⇒
Oral Language	⇒
Written Language	⇒
Holidays	⇒
Family	⇒
Traditions	⇒
Music	⇒
Relationships	⇒
_____	⇒

## ちがいがわかる? / Can You Tell the Difference?

### Student's Performance Task Description

Someone who does not speak Japanese has asked how you can tell the difference between Japanese and your first language. Explain to him or her how you can tell the sounds and words apart in the two languages.

Principal Outcomes	
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.1 awareness of first language</b> a. distinguish between their first language and Japanese
Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.1 sound system</b> b. pronounce some common words and phrases properly  <input type="checkbox"/> <b>LC-1.2 writing systems</b> c. recognize a few familiar, isolated words in katakana
<i>S-1 Language learning</i>	<input type="checkbox"/> <b>S-1.1 cognitive</b> a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., imitate sounds, make a personal dictionary, look for patterns
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.2 interpretive</b> a. use simple interactive strategies, with guidance; e.g., gestures, intonation and visual supports
<i>S-3 General Learning</i>	<input type="checkbox"/> <b>S-3.3 productive</b> a. use simple productive strategies, with guidance, to enhance general learning; e.g., seek help
<b>Materials</b> <ul style="list-style-type: none"> <li>Copies of sample personal dictionaries and pronunciation guides</li> </ul>	

### Alternative Assessment Task

You are given a short text, e.g., a travel brochure, movie listing or menu, to read in Japanese. You do not know all the words. Explain how you used clues, e.g., seeing the similarities with English, to get the information you need.

## ちがいがわかる? / Can You Tell the Difference?

### Performance Task Description

Someone who does not speak Japanese has asked how you can tell the difference between Japanese and your first language. Explain to him or her how you can tell the sounds and words apart in the two languages.

### Instructions

1. Choose Japanese words that you would like to include in your personal dictionary. Comment on how they are similar to or different from the equivalent words in your first language.
2. Choose several Japanese sounds; e.g., vowel sounds, consonants.
3. Explain, in your first language, how to pronounce the sounds. Give examples of words that have those sounds and then comment on whether those sounds exist in your first language.
4. Evaluate how well you are able to pronounce those sounds and how you could improve your pronunciation.

### Evaluation Tools

- *Graphic Organizer and Self-assessment Rating Scale*
- *Pronunciation Guide and Self-assessment*
- *Self-assessment*

**ちがいがわかる? / Can You Tell the Difference?:  
Graphic Organizer and Self-assessment Rating Scale**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

**ちがいがわかる? / Can You Tell the Difference?:  
Graphic Organizer**

Word in Japanese	Word in My First Language	How Words Are Similar or Different (GC-2.1a)	How I Can Remember this Word in Japanese (S-1.1a)

**ちがいがわかる? / Can You Tell the Difference?:  
Self-assessment Rating Scale**

I am able to ...	Yes	Getting There	Not Yet
GC-2.1a • explain how words in both languages are similar or different I know this because ...			
S-1.1a • choose a variety of strategies to help remember words in Japanese I know this because ...			
In the future, when I am comparing words in both languages, I will ...			

**ちがいがわかる? / Can You Tell the Difference?:  
Pronunciation Guide and Self-assessment**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

**ちがいがわかる? / Can You Tell the Difference?:  
Pronunciation Guide**

Sound in Japanese (GC-2.1a)	Word with this Sound in Japanese (GC-2.1a)	Does this Sound Exist in English? Explain. (GC-2.1a)	How Well I Pronounce this Sound (LC-1.1b)		
			Great	Good	Still working on it

**ちがいがわかる? / Can You Tell the Difference?:  
Self-assessment**

One of the sounds, in Japanese, that I find easiest to pronounce is \_\_\_\_\_ because ...

One of the sounds, in Japanese, that I find difficult to pronounce is \_\_\_\_\_ because ...

**ちがいがわかる? / Can You Tell the Difference?:  
Self-assessment**

**Strategies to Use to Remember Words and Sounds in Japanese**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Strategy	How This Strategy Helps Me
LC-1.1a • <b>imitate sounds</b>	
S-2.2a • <b>use nonverbal cues</b> (e.g., facial expressions, gestures)	
S-2.2a • <b>use visual supports</b> (e.g., posters, pictures, books)	
S-2.2a • <b>use intonation of voice</b>	
S-3.3a • <b>seek help from others</b>	
GC-2.1a • <b>compare Japanese to my first language</b>	
<p>The strategy that best helps me remember words and sounds in Japanese is ...</p> <p>Because ...</p> <p>A strategy I would like to try to use more often is ...</p>	

## がいこくごがっばい / Languages Galore

### Student's Performance Task Description

As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with your classmates.

### Principal Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.2 gather and organize information</b> <ol style="list-style-type: none"> <li>a. gather simple information</li> <li>b. organize items in different ways</li> </ol>
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.2 general language knowledge</b> <ol style="list-style-type: none"> <li>a. explore the variety of languages spoken by those around them</li> <li>b. identify similarities among words from different languages within their personal experience</li> </ol> <input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> <ol style="list-style-type: none"> <li>a. explore similarities between their own culture and other cultures</li> </ol>

### Supporting Outcomes

<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> <ol style="list-style-type: none"> <li>a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., ask key questions</li> </ol>
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### Materials

- Access to people from different cultures who speak different languages
- A brainstormed list of possible questions and elements necessary to explore languages and cultures

**がいこくごがいっぱい / Languages Galore****Performance Task Description**

As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with your classmates.

**Instructions**

1. Identify several people around you who speak different languages; e.g., friends, their families, your family, teachers, classmates, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
2. Choose from a brainstormed list of questions and interview these people about their language; e.g., What is the name of the language? In what countries is this language spoken?
3. Note any similarities between words in the languages; e.g., sounds, spelling, meaning.
4. Choose from a brainstormed list of questions and interview these people about their culture; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
5. Note any similarities between your culture and others.
6. Share your findings with your classmates.

**Evaluation Tools**

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

がいこくごがいっぱい / Languages Galore:  
Self-assessment

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

An interview with...			
Name: _____		Relationship to me: _____	
Criteria	Questions I Could Ask	Answers I Received	How Well Did I Listen? very well/could do better
S-3.1a • ask <b>key questions</b> to guide my research			
GC-2.2a • explore the <b>variety of languages</b> around me			
GC-2.2b, S-3.1a • identify <b>similarities and differences</b> among languages			
GC-2.3a • explore <b>similarities</b> between my culture and other cultures			
The most important thing I learned was ...		If I had more time, I would like to learn more about ...	

**がいこくごがいっぱい / Languages Galore:  
Self-assessment and Teacher Feedback**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Words in One Language	Words in Other Languages	<b>GC-2.2b</b> Explanation of the Similarities in Words between Languages
<input type="checkbox"/> Word  Language _____	<input type="checkbox"/> Word  Language _____	Teacher use: The explanation is <b>clear / confusing</b>
<input type="checkbox"/> Word  Language _____	<input type="checkbox"/> Word  Language _____	Teacher use: The explanation is <b>clear / confusing</b>
<input type="checkbox"/> Word  Language _____	<input type="checkbox"/> Word  Language _____	Teacher use: The explanation is <b>clear / confusing</b>
<input type="checkbox"/> Word  Language _____	<input type="checkbox"/> Word  Language _____	Teacher use: The explanation is <b>clear / confusing</b>
<input type="checkbox"/> Word  Language _____	<input type="checkbox"/> Word  Language _____	Teacher use: The explanation is <b>clear / confusing</b>
<b>Student: The most interesting thing I learned about similarities between languages was ...</b>		
<b>Teacher: I noticed ...</b>		

がいこくごがいっぱい / Languages Galore: Self-assessment

GC-2.3a Exploring Similarities in Cultures

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

In my culture, I ...	In the other culture, they ...	What is similar in both is ...
Please notice...		

がいこくごがいっぱい / Languages Galore:  
Peer-assessment Rating Scale

Criteria: I noticed that you...	Yes	Getting There	Not Yet
GC-2.3a explored a variety of similarities between cultures			
A-5.2a, gathered and organized information about these A-5.2b similarities			
I would like to compliment you on ...			
Some advice for next time would be ...			

## ぶんかが いっぱい / Cultures Galore

### Student's Performance Task Description

Your class would like to hold an event that celebrates cultural diversity. You and your classmates plan to share and compare aspects of your cultures and decide to invite guests to do the same. Part of your plan involves suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

### Principal Outcomes

<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> a. explore similarities between their own culture and other cultures  <input type="checkbox"/> <b>GC-2.4 general cultural knowledge</b> a. participate in activities and experiences that reflect elements of different cultures
<i>GC-3 Personal growth and future opportunities</i>	<input type="checkbox"/> <b>GC-3.2 cultural and linguistic diversity</b> a. explore some reasons for participating in activities and experiences that reflect elements of different cultures

### Supporting Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.2 gather and organize information</b> b. organize items in different ways
---	--

### Materials

- Objects necessary to illustrate aspects of culture
- Access to people from different cultures

### Alternative Assessment Task

Your school is having an event to celebrate multiculturalism. You and your classmates give reasons to participate in this event. These reasons are compiled in a multimedia presentation and shown at the entrance of the event for all participants to see.

## ぶんかが いっぱい / Cultures Galore

### Performance Task Description

Your class would like to hold an event that celebrates cultural diversity. You and your classmates plan to share and compare aspects of your cultures and decide to invite guests to do the same. Part of your plan involves suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

### Instructions

1. Think of and present reasons why the class should participate in activities that reflect elements of different cultures. Record your ideas on the chart provided.
2. Choose an aspect of your culture to share with your classmates; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
3. Invite several other people to share aspects of their culture; e.g., friends, their families, your family, teachers, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
4. Note any similarities between your culture and others by writing them on the comparison chart.

### Evaluation Tools

- Self-assessment Rating Scale and Teacher Feedback
- Comparison Chart and Self-assessment/Teacher Feedback
- Rating Scale

**ぶんかが いっぱい / Cultures Galore:  
Self-assessment Rating Scale and Teacher Feedback**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

<b>ぶんかが いっぱい / Cultures Galore: Self-assessment Rating Scale</b>												
<b>In celebrating my culture and others ...</b>	<b>Wow!</b>	<b>Yes</b>	<b>Okay</b>	<b>Not Yet</b>								
GC-3.2a I gave a variety of reasons about why it is important to participate in cultural activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
GC-3.2a My ideas were well supported by a variety of facts and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
A-5.2b My ideas were well organized, presented and understood by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
GC-2.4a I actively participated in a variety of cultural activities presented in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
GC-2.3a I can understand and explain similarities between other cultures and my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
<b>When I think about similarities between other cultures and my own, I ...</b>												
<b>If I could participate in similar cultural activities again, I would like to ...</b>												
<b>Because ...</b>												
<b>ぶんかが いっぱい / Cultures Galore: Teacher Feedback</b>												
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><b>Wow!</b></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>Yes, but ...</b></td> <td style="text-align: center;"><b>No, but ...</b></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>					<b>Wow!</b>	<b>Yes</b>	<b>Yes, but ...</b>	<b>No, but ...</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Wow!</b>	<b>Yes</b>	<b>Yes, but ...</b>	<b>No, but ...</b>									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
<b>Based on the criteria above, I ...</b>												

**ぶんかが いっぱい / Cultures Galore:  
Comparison Chart and Self-assessment/Teacher Feedback**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

<b>ぶんかが いっぱい / Cultures Galore: Comparison Chart</b>			
<i>GC-2.3a</i> In celebrating my culture and others, I noticed these similarities ...			
Element of Culture	Celebrated by	Name of Culture	Similarities with My Culture
_____ <b>Details</b> _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ <b>Details</b> _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ <b>Details</b> _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
<b>ぶんかが いっぱい / Cultures Galore: Self-assessment/Teacher Feedback</b>			
<b>STUDENT:</b> <i>GC-2.3a</i> An important thing I learn by exploring similarities between other cultures and my own is ...			
_____			
<i>GC-2.4a</i> For me, an important reason to participate in activities involving culture is ...			
_____			
<b>TEACHER:</b> <i>GC-2.3a</i> When exploring similarities between cultures, I notice that you ...			
_____			
A suggestion I would like to offer you is ...			
_____			

**ぶんかが いっぱい / Cultures Galore: Rating Scale**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Student	Teacher								
<p><b>GC-3.2a</b> These are the reasons I think it is important to participate in cultural activities ...</p>	<p><b>Quality of Reasons</b></p> <table style="margin: auto; border: none;"> <tr> <td style="text-align: center;"><b>Wow!</b></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>Okay</b></td> <td style="text-align: center;"><b>Not Yet</b></td> </tr> <tr> <td style="text-align: center;">Compelling</td> <td style="text-align: center;">Developed</td> <td style="text-align: center;">Stated</td> <td style="text-align: center;">Confusing</td> </tr> </table>	<b>Wow!</b>	<b>Yes</b>	<b>Okay</b>	<b>Not Yet</b>	Compelling	Developed	Stated	Confusing
<b>Wow!</b>	<b>Yes</b>	<b>Okay</b>	<b>Not Yet</b>						
Compelling	Developed	Stated	Confusing						
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Comments									
<p><b>Student</b></p> <p>When you read my reasons, please notice ...</p>									

## サバイバル ガイド / Survival Guide

### Student's Performance Task Description

A new student is considering studying Japanese and has asked you for advice about how to survive and adapt to the Japanese classroom. You have decided to put your ideas together into a survival guide for students.

### Principal Outcomes

*GC-2 Affirming diversity*

- GC-2.6 intercultural skills**
  - a. adapt to new situations; e.g., listening to Japanese, seeing Japanese writing

### Supporting Outcomes

*S-3 General learning*

- S-3.2 metacognitive**
  - a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect upon how you learn

### Materials

- A brainstormed list of ideas about strategies used to adapt to the Japanese-language classroom

**サバイバル ガイド / Survival Guide****Performance Task Description**

A new student is considering studying Japanese and has asked you for advice about how to survive and adapt to the Japanese classroom. You have decided to put your ideas together into a survival guide for students.

**Instructions**

1. Reflect on your experiences as a second-language learner.
2. Think about strategies and experiences that helped you adapt to, and be successful in learning, Japanese language and culture. Think of specific examples.
3. Think about strategies and experiences that you feel were not as helpful; e.g., being afraid to make mistakes. Think of specific examples.
4. Discuss your ideas with your classmates and make a list of your ideas.
5. Compile your ideas and examples into a survival guide that will help others adapt to the Japanese classroom. You may choose to write a letter, make a poster, brochure or checklist.

**Evaluation Tools**

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

**サバイバル ガイド / Survival Guide:  
Self-assessment Rating Scale**

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

In this task I could ...	Yes	Getting There	Not Yet
<p><b>GC-2.6a</b> • give advice to a new student on how to adapt to the Japanese-language classroom</p> <p>I know this because ...</p>			
<p><b>S-3.2a</b> • share specific examples of the strategies and experiences that were successful in helping me adapt to learning Japanese</p> <p>I know this because ...</p>			
<p><b>S-3.2a</b> • share specific examples of the strategies and experiences that did not help me adapt to learning Japanese</p> <p>I know this because ...</p>			
<p>S-3.2a When I think about how I learn Japanese, I can say that I ...</p>			

## サバイバル ガイド / Survival Guide: Peer Assessment

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

I am giving feedback to: \_\_\_\_\_

### My reflections on your work

GC-2.6a

- on adapting to the Japanese-language classroom

A compliment ...

Some advice for next time ...

### Student Response to Peer Assessment

なまえ / Name: \_\_\_\_\_

S-3.2a

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

I realize that I was successful at ...

S-3.2a

I have learned that, next time, I could ...

サバイバル ガイド / Survival Guide:  
Teacher Rating Scale

なまえ / Name: \_\_\_\_\_

ひにち / Date: \_\_\_\_\_

Criteria	Excellent	Very Good	Satisfactory	Not Yet
GC-2.6a • adapts to new situations	●	●	●	●
S-3.2a • reflects on successful learning strategies	●	●	●	●
S-3.2a • reflects on less successful learning strategies	●	●	●	●

**Comments**