



JAPANESE 5 TO 12



BRITISH
COLUMBIA

Ministry of Education,
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Integrated Resource Package 1997

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This Integrated Resource Package (IRP) provides some of the basic information that teachers require to implement the Japanese 5 to 12 curriculum. The information contained in this IRP is also available through the Internet. Contact the Ministry of Education, Skills and Training’s home page: <http://www.est.gov.bc.ca/>

THE INTRODUCTION

The Introduction provides general information about Japanese 5 to 12, including special features and requirements. It also provides a rationale for teaching Japanese 5 to 12 in BC schools.

THE JAPANESE 5 TO 12 CURRICULUM

The provincially prescribed curriculum for Japanese 5 to 12 is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information for each organizer. These columns describe:

- provincially prescribed learning outcome statements for each grade
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

Prescribed Learning Outcomes

Learning outcome statements are content standards for the provincial education system. Prescribed learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do in each grade.

Learning outcomes are clearly stated and expressed in observable terms. All learning outcomes complete this stem: “It is expected that students will. . . .” Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgment of teachers, guided by provincial policy.

Suggested Instructional Strategies

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed outcomes. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Suggested Assessment Strategies

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Provincially Recommended Learning Resources

Provincially recommended learning resources are materials that have been reviewed and evaluated by BC teachers in collaboration with the Ministry of Education, Skills and Training according to a stringent set of criteria. They are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and school districts are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources to meet specific local needs. The *recommended* resources listed in the main body of this IRP are those that have a comprehensive coverage of significant portions of the curriculum, or those that provide a unique support to a specific segment of the curriculum. Appendix B contains a complete listing of provincially recommended learning resources to support this curriculum.

THE APPENDICES

A series of appendices provides additional information about the curriculum and further support for the teacher.

- *Appendix A* lists the prescribed learning outcomes for the curriculum arranged by curriculum organizer and grade. A list of the prescribed Japanese characters and writing scripts that students must know for Grade 12, and suggested characters and scripts for Grade 11 are also included.
- *Appendix B* contains a comprehensive, annotated list of the provincially recommended learning resources for this curriculum. This appendix will be updated as new resources are evaluated.
- *Appendix C* outlines the cross-curricular reviews used to ensure that concerns such as equity, access, and the inclusion of specific topics are addressed by all components of this IRP.
- *Appendix D* contains assistance for teachers related to provincial evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluation.
- *Appendix E* acknowledges the many people and organizations that have been involved in the development of this IRP.
- *Appendix F* contains suggestions for Japanese vocabulary and expressions.
- *Appendix G* contains patterns and expressions that might be taught to students.

PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

Grade | GRADE 5 • Communicating | **Curriculum Organizer**

Prescribed Learning Outcomes

The Prescribed Learning Outcomes column of this IRP lists the specific learning outcomes for each curriculum organizer. These aid the teacher in day-to-day planning.

PREScribed LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • ask and respond to simple questions • use basic greetings • communicate personal information orally with brief and simple messages • respond to simple classroom instructions 	<p>For many students, this is their first exposure to a second language. Providing opportunities to experiment freely with the new sounds and rhythms of the Japanese language allows students to build the self-confidence needed to use the language on a daily basis. At this level, the teacher should design activities that make learning Japanese fun. Errors are a natural and acceptable part of communicating, and students should be encouraged to interact in Japanese rather than focus on accuracy.</p> <ul style="list-style-type: none"> • Ask students to use Japanese when organizing items of clothing into categories such as colour or type. Have students, working in pairs, direct partners to select items from a pile containing modern and traditional Japanese apparel. Encourage them to perform this task using Japanese words, loan words, and phrases they have learned. • In Japanese, conduct classroom activities such as calling attendance and relaying information that relates to the calendar (e.g., days of the week, dates, announcements of birthdays and significant holidays). • Invite students to create and maintain personal picture dictionaries. As new Japanese words are learned, students could illustrate them in their dictionaries with drawings or magazine clippings. • Have students use pre-framed models of sentence patterns to greet and introduce one another. For example: <ul style="list-style-type: none"> - Ohayou gozaimasu desu. - _____ desu. • Provide opportunities for students to follow routine classroom directions and instructions in Japanese. Encourage them to use gestures to clarify meaning.

Suggested Instructional Strategies

The Suggested Instructional Strategies column of this IRP suggests a variety of instructional approaches that include group work, problem solving, and the use of technology. Teachers should consider these as examples that they might modify to suit the developmental levels of their students.

Grade | GRADE 5 • Communicating | **Curriculum Organizer**

Suggested Assessment Strategies

The Suggested Assessment Strategies offer a wide range of different assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and the instructional goals.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>Students initially may feel awkward communicating in a new language. Their confidence is enhanced when the classroom environment is supportive and interactive, and when making errors is viewed as an accepted part of learning a new language. Constructive feedback encourages students to communicate in the language and take further risks.</p> <ul style="list-style-type: none"> • When students work with partners to categorize and choose items of clothing and apparel, look for evidence that they can: <ul style="list-style-type: none"> - choose the appropriate clothing type from the directions - use Japanese words for colour - use Japanese words for clothing types • When students engage in calendar and other opening activities, look for evidence that they are responding with increasing independence and confidence. Note the extent to which students: <ul style="list-style-type: none"> - use the Japanese words for the days of the week and months of the year - use common greetings and phrases appropriately - respond appropriately to simple questions - participate willingly • As students interview one another, note and provide feedback on the extent to which they are able to: <ul style="list-style-type: none"> - make themselves understood - ask questions - respond to simple and familiar questions - show increasing comfort and confidence - perform introductions and basic greetings - use patterns the teacher has modelled - use an increasing variety of words and expressions • Self-assessment is an important part of language learning. As students develop and practise language skills, have them keep track of what they know by recording in their personal picture dictionaries and learning logs observations and reflections about how they are learning. 	<div style="background-color: #e6e6fa; padding: 5px; margin-bottom: 10px;"> <p>Print Materials</p> <ul style="list-style-type: none"> • 501 Japanese Verbs • “Body” Language • Daily Expressions in Japanese • A Dictionary of Basic Japanese Grammar • Everyday Japanese • Ikimashoo • In Japan • Nihongo Daisuki! Japanese For Children Through Games and Songs </div> <div style="background-color: #e6e6fa; padding: 5px; margin-bottom: 10px;"> <p>Multimedia</p> <ul style="list-style-type: none"> • Niko Niko </div> <div style="background-color: #e6e6fa; padding: 5px;"> <p>Audio Cassette</p> <ul style="list-style-type: none"> • Lyric Language: Japanese • Rapanese 1, 2, 3 </div>

Recommended Learning Resources

The Recommended Learning Resources component of this IRP is a compilation of provincially recommended resources that support the prescribed learning outcomes. A complete list including a short description of the resource, its media type, and distributor is included in Appendix B of this IRP.

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Japanese 5 to 12. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

RATIONALE

British Columbia and Canada have growing economic and cultural ties with Japan. Japan has been a major contributor of technological advances worldwide, and Japanese, spoken by 128 million people, is one of the world's ten principal languages. Acquiring the Japanese language and an understanding of Japanese culture will provide students with an enriched range of career opportunities.

In using Japanese to create and convey meaning, students can discover new ways to express their individuality. The study of Japanese not only develops the knowledge, skills, and attitudes needed to understand and communicate effectively in Japanese, but also expands students' knowledge of language-learning processes in general. This enhances the development of their first and additional languages. Communicating in real-life situations in another language also enhances students' self-confidence, risk-taking skills, interpersonal skills, and critical-thinking skills.

In this curriculum, students will have opportunities to recognize and understand cultural links that affect communication in Japanese (for example, social position, gender, family, and age). They will gain insight into

and appreciation of Japanese society through exposure to its history, customs, arts, and contemporary culture. Japanese language study will also enhance students' understanding of their own and other cultures.

HISTORICAL CONTEXT

Upon full implementation, this IRP replaces the following curriculum guides: *Grades 4 to 7*, *Grades 9, 10, and Beginner's 11*, and *Grades 11 and 12*. This Japanese IRP is the result of a revision process that reflects the influence of several current movements in language education.

THE COMMUNICATIVE-EXPERIENTIAL APPROACH

The Japanese 5 to 12 curriculum endorses what is commonly referred to as the *communicative-experiential* approach. In this approach, the focus of instruction is the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to get things done. Grammar instruction plays a supportive role only—to provide some useful strategies to facilitate communication and comprehension.

The communicative-experiential approach is guided by an educational philosophy that endorses these premises:

- As much as possible, language learning should emulate authentic language use. (H. Byrnes)
- The goal of language learning is performance with language rather than knowledge about the language. (M. Met)
- Language learning is not additively sequential but is recursive and paced differently at various stages of acquisition. (R. Oxford)

- Language develops in a series of approximations toward native-like norms. Language learning is not the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are unavoidable. (H. Byrnes)
- Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities. (M. Met)
- Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place. (J. Osgood)
- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning. (R. Oxford)
- The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language-learning tasks. (M. Met)
- Assessment reflects instructional goals and is performance oriented. (J. Larson)
- Technology and textbook materials play a support role for language-learning goals; they should not determine curriculum. (J. Larson)
- Teachers are qualified in the languages they teach; this implies proficiency in the language, experience with the cultures represented by the language, and pedagogical expertise specific to the language. (J.K. Phillips)

(Adapted from: "Teaching and Learning K–12 Authentic Instruction Communication," Section 7.19, *ASCD Curriculum Handbook*, September 1994.)

In following the communicative-experiential approach, prescribed learning outcomes in this IRP are expressed in terms of tasks to be performed and not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students' abilities to understand others and to express themselves comprehensibly and appropriately. They do not focus on the mastery of grammar for its own sake.

LANGUAGE-LEARNING STRATEGIES

Language-learning strategies are important components of a language program and are now being recognized as an essential part of successful language learning. Examples of such strategies include using visual clues; loan words; a variety of writing processes such as brainstorming, sharing, revising, editing, and publishing; and context to support and extend language learning. When students apply a range of specific strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and generally communicate more effectively.

The Language-Learning Strategies chart shows the complete range of strategies suggested for each grade. By Grade 12, students should be using the full range of strategies.

Language-Learning Strategies

It is expected that students will develop and apply a range of strategies to assist their comprehension and expression. Students will:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • use visual and contextual clues to guess meaning • use mime, gesture, and props to help convey meaning • repeat alone or with others to practise and reinforce new language • record ideas or expressions with visual images and symbols • listen attentively and participate fully in activities • infer meaning from loan words 	<ul style="list-style-type: none"> • use prior knowledge to make connections to new topics • use formula phrases • actively seek help by asking for clarification and repetition • connect new topics to personal experience • use charts, lists, and graphs to convey meaning 	<ul style="list-style-type: none"> • recognize known Japanese and loan words in new contexts • ask for specific words, if necessary, while continuing communication • practise and listen to pronunciation of the written word • group new items into categories that are personally meaningful • self-evaluate progress by comparison with earlier performance or against personal goals
Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • recognize and use common patterns • adjust the message in order to use known expressions and vocabulary • use word webbing, charts, tables, and other graphic organizers to support oral and written expression • reflect on learning by recording personal goals, successful strategies, grouped language expressions, and so on, in portfolios and notebooks, or on a computer 	<ul style="list-style-type: none"> • listen, view, or read selectively to focus on key information • tolerate ambiguity of meaning when unable to understand fully • transfer and adapt known structures to convey meaning in new contexts • plan ahead for communicative activities by anticipating language and resources needed 	<ul style="list-style-type: none"> • integrate new vocabulary into familiar Japanese structures • take risks to extend language boundaries • use a variety of reference materials, including dictionaries, for comprehension and production • set personal goals in language skills and monitor their progress
Grade 11	Grade 12	Introductory Japanese 11
<ul style="list-style-type: none"> • rephrase in Japanese to compensate for unknown expressions • make personal notes to use as a reference for oral and written production • actively review common, useful expressions and patterns to refine communication • self-monitor and correct recurring or significant errors in communication • use a variety of writing processes to convey personal meaning 	<ul style="list-style-type: none"> • negotiate meaning by using questions in Japanese and other techniques for clarification • summarize information in oral, visual, and written forms • use dictionaries and other reference materials for clarity of comprehension and expression • seek out and create practice opportunities in and out of the classroom 	<ul style="list-style-type: none"> • listen, view, or read selectively to focus on key information • tolerate ambiguity of meaning when unable to understand fully • transfer and adapt known structures to convey meaning in new contexts • integrate new vocabulary into familiar Japanese structures • take risks to extend language boundaries • use a variety of reference materials, including dictionaries, for comprehension and production • set personal goals in language skills and monitor their progress

CURRICULUM ORGANIZERS

The components of this IRP are categorized under four curriculum organizers. These organizers are based on common reasons people have for wanting to learn a second language and have been used to group the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources. The curriculum organizers are:

- *Communicating*—to communicate with other people
- *Acquiring Information*—to acquire information for a purpose
- *Experiencing Creative Works*—to experience creative works for enjoyment
- *Understanding Culture and Society*—to interact with and appreciate another culture

These curriculum organizers are practical and purposeful. They allow language-program developers to address such matters as cross-curricular integration and diverse learning rates, styles, and needs. They focus attention on the most important purposes for studying a second language. In the classroom, they should not be treated separately but should be integrated into most activities. Whenever possible, teachers should use and encourage the use of Japanese in most student activities. However, there are times when English will be necessary to complete a task or provide supporting detail for a learning activity, particularly in the organizer *Understanding Culture and Society*.

Communicating

Learning outcomes listed under this organizer provide opportunities for students to establish and maintain relationships, to share ideas and opinions, and to get things

done. This organizer embraces a variety of communication skills—listening, reading, speaking, writing, viewing, and representing—in order to reach students with a wide range of abilities, language traditions, and backgrounds. It emphasizes authentic language-learning experiences and the application of a range of language-learning strategies. Teachers and students are encouraged to use Japanese in all activities; it is expected that students will interact in Japanese.

Acquiring Information

Students should have opportunities to develop the ability to understand and acquire information from original Japanese-language sources appropriate to their interests and age levels in order to complete authentic tasks. These original sources could include Japanese-language television and radio programs, magazines, business and job advertisements, recipes, restaurant menus, schedules, or Internet sites. An authentic task is one that engages students in thoughtful learning and is meaningful and relevant to their lives. In the process of acquiring information in Japanese, students are encouraged to take risks.

Experiencing Creative Works

Students learn a language most effectively and enjoyably when they experience and enjoy it through music, film, video, art, poetry, and other forms of creative expression, such as storytelling by members of the cultural community. Students will be motivated to continue their language studies in Japanese when they have frequent opportunities to view, listen to, eventually read, and respond to creative works in personal ways. Students should be exposed to a wide range of creative works representative of the Japanese-speaking

world, beginning with visual and aural works and progressing to written works as students' language skills develop. Over time, students should be able to produce a variety of written, oral, and visual creative works based on Japanese-language resources.

Understanding Culture and Society

To provide students with first-hand experiences in the Canadian mosaic, students should be provided with opportunities to interact with and appreciate a variety of cultural experiences.

When students communicate with others in Japanese and participate in cultural experiences, they gain insight into the role of culture. Through exploring the Japanese language, its cultural context, and its world, students develop understanding of diverse perspectives and can better appreciate the role of other cultures, as well as their own.

INTEGRATION WITH OTHER CURRICULA

When Japanese is seen as a practical means of communication, not just a narrow field of language study, many opportunities open up for integration with other curricula. The prescribed learning outcomes in this curriculum are deliberately open in nature to encourage teachers and students to make links to other areas of study through activities such as job interviewing, mapping, graphing, music, or art. In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint evaluation tasks. (See Appendix D for examples of integrated units.) Integration in the elementary classroom is easier and may begin with daily routines and procedures conducted in Japanese. In this way students will see Japanese as a living language and not just another school subject.

SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes. The strategies may be either teacher directed or student directed, or both. For each organizer, a list of specific strategies is introduced by a context statement that focusses the reader on the important aspects of this section of the curriculum and links the prescribed learning outcomes with instruction.

There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements.

SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

For each organizer, a list of specific strategies is introduced by a context statement that explains how students at this age can demonstrate their learning, what teachers can look for, and how this information can be used to plan further instruction.

The assessment strategies or criteria examples for a particular organizer are always specific to that organizer. Some strategies relate to particular activities, while others are general and could apply to any activity.

Assessment in Japanese

Since language is acquired in a spiralling and recursive process, students must be guaranteed a stimulating environment where risk taking is encouraged and where errors are viewed as a natural and informative part of language development. When students understand the role of errors, they are able to make confident decisions about when to take risks and when to edit carefully for accuracy.

About Assessment in General

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, are able to do, and are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent learning goals, and determine areas for further instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focusses on the critical or significant aspects of the learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes.

Students benefit when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to pencil-and-paper tests. Appendix D includes a more detailed discussion of assessment and evaluation.

About the Provincial Learning Assessment Program

The Provincial Learning Assessment Program gathers information on students' performance throughout the province. Results from these assessments are used in the development and revision of curricula, and provide information about teaching and learning in British Columbia. Where appropriate, knowledge gained from these assessments has influenced the assessment strategies suggested in this IRP.

Provincial Reference Sets

The provincial reference sets can also help teachers assess the skills that students acquire across curricular areas. These are:

- *Evaluating Reading Across Curriculum* (RB 0034)
- *Evaluating Writing Across Curriculum* (RB 0020 & RB 0021)
- *Evaluating Problem Solving Across Curriculum* (RB 0053)
- *Evaluating Group Communication Skills Across Curriculum* (RB 0051)
- *Evaluating Mathematical Development Across Curriculum* (RB 0052)

A series of assessment handbooks developed to provide guidance for teachers as they explore and expand their assessment repertoires is also available:

- *Performance Assessment* (XX0246)
- *Portfolio Assessment* (XX0247)
- *Student-Centred Conferencing* (XX0248)
- *Student Self-Assessment* (XX0249)

INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that relevance, equity, and accessibility issues are addressed in this IRP. These issues have been integrated into the learning outcomes, suggested instructional strategies, and assessment strategies in this IRP with respect to the following:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology

- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

(See Appendix C, Cross-Curricular Interests, for more information.)

Exemptions from the Language Policy

Ministry of Education, Skills and Training policy states that all students must take a second language as part of the required curriculum in grades 5 to 8. Students may be exempted from the second-language requirements. An exemption may apply to a student who is:

- identified as a student with special needs or receiving English as a Second Language service
- unable to demonstrate his or her learning in relation to the expected learning outcomes in a course or subject and grade for which an educational program guide has been prescribed by the minister

ESL Students and Second-Language Study

Teachers of students for whom English is their second language will need to be sensitive to the varying rates at which these students develop communication skills. ESL students are likely to benefit from teacher modelling of expectations, real-life applications, direct instruction, incremental introduction of language-learning skills, frequent review, and use of graphic organizers (key visuals). Japanese teachers are encouraged to use a wide range of appropriate adaptations to instruction and assessment to meet the needs of individual students. When instruction is in Japanese, ESL students are placed on an equal footing with their classmates.

Students with Special Needs and Second-Language Study

Although ministry policy states that students may be exempted from second-language study because of special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students.

Students representing a wide range of special needs could successfully participate in this course because of its focus on the communicative-experiential approach. Adaptations to instructional strategies, activities, and evaluation methods may be required for some students. For example, students with sensory impairments may need amplification or additional description to “view” videos.

Decisions to exempt a student from taking a second language should be made only after considering assessment information about the student’s cognitive, sensory, or physical disabilities.

When a student is exempted due to special needs, this must be documented as part of the Individual Education Plan (IEP). For example, students who are deaf might have difficulty with oral sections of a second-language curriculum. Students who are experiencing difficulty establishing communication might concentrate on developing an alternative communication system such as Bliss symbols or voice-activated computer technology. Students with language-processing disabilities may have difficulties that preclude second-language study. Such exemptions should include consultation with parents or guardians as part of the IEP process.

The following teaching strategies might be used to assist students with special needs in the Japanese language-learning classroom.

- *Adapt the Environment*
 - Cluster students with particular gifts or needs.
 - Use community resources for extension and research.
 - Make use of preferential seating to enhance research.
 - Create a space with minimum distractions.
 - Change the location of the learning activity to optimize concentration.
 - Make use of co-operative grouping or pairing of learners.
- *Adapt Presentation or Instruction*
 - Provide extension activities for students with special gifts and talents.
 - Offer choices for self-directed learning.
 - Provide advance organizers of key information.
 - Demonstrate or model new concepts.
 - Adjust the pace of activities as required.
 - Change the wording of questions or instructions to match the student’s level of understanding.
 - Provide functional, practical opportunities for students to practise skills.
- *Adapt Materials and Equipment*
 - Use techniques to make the organization of activities more explicit (e.g., colour-code the steps used to complete a task).
 - Use manipulatives and other support materials.
 - Provide large-print charts or activity sheets.
 - Use opaque overlays for text pages to reduce the quantity of visible print.
 - Highlight key points in written material.
 - Provide software that has variable font size.

- Use adapted computer hardware and appropriate software.
- Provide alternative resources on the same concepts at an easier comprehension level.
- Provide or arrange for opportunities for independent study (e.g., CD-ROM).
- *Adapt Methods of Assistance*
 - Train and use peer tutors to assist students with special needs.
 - Arrange for teacher assistants to work with individuals or small groups.
 - Collaborate with support teachers to develop appropriate strategies for individual students with special needs.
- *Adapt Methods of Assessment*
 - Allow students to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models, oral presentations).
 - Match assessment tools to student needs (e.g., oral or open-book tests, tasks performed without time limits, teacher-student conferencing).
 - Set short-term, achievable goals with frequent feedback.
 - Provide opportunities for students to assess their progress and set their own goals.

LEARNING RESOURCES

The fundamental aim of this curriculum is to enable students to communicate in Japanese. The approach the curriculum advocates focusses on the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to enhance understanding of the culture. The kinds of learning resources available for students to use while learning the language are vital to achieving this aim and implementing this approach.

In order to help students achieve communication goals and carry out authentic tasks while learning Japanese, learning resources should include authentic materials that reflect the language at work in daily life. The term *realia* is often used to describe such resources, which could include newspapers, magazines, information about entertainment, business, employment, food, holidays and celebrations, and artworks and artifacts reflecting the culture of a Japanese-speaking community. Community resource persons can enhance language acquisition and provide opportunities to communicate in the Japanese-speaking community.

Selected Resources

The Ministry of Education, Skills and Training promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and software, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use non-provincially recommended resources to meet specific local needs must have these resources evaluated through a local district approval process.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of

resources to support learning outcomes at any particular level. A multimedia approach is also encouraged.

Some selected resources have been identified to support cross-curricular focus areas. The ministry also considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of some selected resources (braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

All learning resources used in schools must have *recommended* designation or be approved through district evaluation and approval policies.

Provincially Recommended Materials

Materials evaluated through the provincial evaluation process and approved through Minister's Order are categorized as *recommended* materials. These resources are listed in Appendix B of each IRP.

Locally Evaluated Materials

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

Internet Resources

Some teachers have found that the Internet (World Wide Web) is a useful source of learning resources. None of the material from this source has been evaluated by the ministry, in part because of the dynamic nature of the medium.



CURRICULUM

Japanese 5 to 12

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- ask and respond to simple questions
- use basic greetings
- communicate personal information orally with brief and simple messages
- respond to simple classroom instructions

SUGGESTED INSTRUCTIONAL STRATEGIES

For many students, this is their first exposure to a second language. Providing opportunities to experiment freely with the new sounds and rhythms of the Japanese language allows students to build the self-confidence needed to use the language on a daily basis. At this level, the teacher should design activities that make learning Japanese fun. Errors are a natural and acceptable part of communicating, and students should be encouraged to interact in Japanese rather than focus on accuracy.

- Ask students to use Japanese when organizing items of clothing into categories such as colour or type. Have students, working in pairs, direct partners to select items from a pile containing modern and traditional Japanese apparel. Encourage them to perform this task using Japanese words, loan words, and phrases they have learned.
- In Japanese, conduct classroom activities such as calling attendance and relaying information that relates to the calendar (e.g., days of the week, dates, announcements of birthdays and significant holidays).
- Invite students to create and maintain personal picture dictionaries. As new Japanese words are learned, students could illustrate them in their dictionaries with drawings or magazine clippings.
- Have students use pre-framed models of sentence patterns to greet and introduce one another. For example:
 - *Ohayou gozaimasu desu.*
 - _____ *desu.*
- Provide opportunities for students to follow routine classroom directions and instructions in Japanese. Encourage them to use gestures to clarify meaning.

SUGGESTED ASSESSMENT STRATEGIES

Students initially may feel awkward communicating in a new language. Their confidence is enhanced when the classroom environment is supportive and interactive, and when making errors is viewed as an accepted part of learning a new language. Constructive feedback encourages students to communicate in the language and take further risks.

- When students work with partners to categorize and choose items of clothing and apparel, look for evidence that they can:
 - choose the appropriate clothing type from the directions
 - use Japanese words for colour
 - use Japanese words for clothing types
- When students engage in calendar and other opening activities, look for evidence that they are responding with increasing independence and confidence. Note the extent to which students:
 - use the Japanese words for the days of the week and months of the year
 - use common greetings and phrases appropriately
 - respond appropriately to simple questions
 - participate willingly
- As students interview one another, note and provide feedback on the extent to which they are able to:
 - make themselves understood
 - ask questions
 - respond to simple and familiar questions
 - show increasing comfort and confidence
 - perform introductions and basic greetings
 - use patterns the teacher has modelled
 - use an increasing variety of words and expressions
- Self-assessment is an important part of language learning. As students develop and practise language skills, have them keep track of what they know by recording in their personal picture dictionaries and learning logs observations and reflections about how they are learning.

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 Japanese Verbs
- “Body” Language
- Daily Expressions in Japanese
- A Dictionary of Basic Japanese Grammar
- Everyday Japanese
- Ikimashoo
- In Japan
- Nihongo Daisuki! Japanese For Children Through Games and Songs



Multimedia

- Niko Niko



Audio Cassette

- Lyric Language: Japanese
- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- locate information from age-appropriate Japanese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and to some extent in writing using some words and short phrases in *romaji*

SUGGESTED INSTRUCTIONAL STRATEGIES

Students employ various strategies in learning a new language. At this level, they are encouraged to use a variety of Japanese resources to acquire information to perform authentic tasks. Students take an active role in their learning by collecting and using Japanese words and short phrases of personal interest and recording them in lists for future use.

- Have students review Japanese *manga* and identify common expressions. Ask them to fill in speech balloons on blank *manga* with appropriate words or phrases from their personal picture dictionaries.
- Provide students with Japanese menus and ask them to infer meaning by finding loan words (e.g., *hanbaagaa*) and listing them. Students use this information to draw and label foods served at the restaurant. Students in pairs then survey the class to determine what types of Japanese food each person has sampled.
- Ask students to examine a variety of Japanese greeting cards for various celebrations. Encourage them to identify common Japanese expressions and to use these to create their own cards for classmates. Students could use computer programs to generate text and graphics for their cards.

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment focusses on how well students are able to acquire the information needed to perform assigned tasks. Tasks should be designed to allow students to represent and use the information they have acquired without relying on spoken or written language.

- As students work with Japanese resources, note and support their efforts to:
 - recognize learned words and apply them to new situations
 - use visual clues (e.g., illustrations, graphics) to gain meaning
 - make predictions based on what they know about Japanese and its forms
- Use visual representations to assess students' abilities to listen for information or acquire information from reading. For example, when students read Japanese menus and then draw and label foods served at the restaurant, focus on the extent to which they:
 - accurately label foods
 - try to include some details
 - include a variety of foods
 - persist when they have trouble finding or understanding the information they need
- Encourage students to reflect on and assess their strategies for extracting specific information. Pose questions such as:
 - Were you able to find or figure out from the Japanese resources more or less information than you expected?
 - What parts were easy for you?
 - What kinds of problems did you have? How did you solve them?
 - What strategies did you use when working in Japanese that you want to remember?

RECOMMENDED LEARNING RESOURCES



Print Materials

- Basic Japanese-English Dictionary
- Everyday Japanese
- Japan: An International Travel Map
- Japanese - An Appetizer
- Martin's Concise Japanese Dictionary
- Merriam Webster's Japanese-English Learner's Dictionary



Multimedia

- Niko Niko

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view and listen to creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

In the first years of language study, students are exposed to songs, rhymes, and picture books, which provide authentic material that is simple and repetitive. Students are expected to respond using very little direct language; they may be asked to draw, mime, move to music, or sing.

- Have students listen to selected songs with easy lyrics, catchy melodies, and appealing rhythms. Provide visual support with illustrations relating to the subjects or themes of the songs. When written lyrics are provided, students could sing along with the song or chorus.
- Invite students to brainstorm topics of interest. Then ask each student to select a topic and use Japanese words related to it to invent new lyrics for a simple, familiar Japanese song.
- Read a simple Japanese fairy tale in Japanese as students listen to the story and follow the illustrations. Then invite students to create a class Big Book that retells the fairy tale. Encourage them to share the Big Book with students in the primary grades.
- Have students listen to a variety of Japanese rap songs. Provide opportunities for them to practise the rhythms of rap music. Ask students in pairs to create their own Japanese rap songs using words they have learned.

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level focusses on students' participation in and willingness to respond to creative works from a personal perspective. Students are not expected to show detailed understanding of the works but rather to demonstrate open, accepting attitudes, curiosity, and a desire to learn more.

- Have students listen to or view Japanese creative works such as songs or films. As students respond, note the extent to which they:
 - participate willingly
 - notice and comment on how the Japanese works are like others they are familiar with
 - show an interest in learning about and understanding the role these works play in Japanese life
- Ask students to work in groups to illustrate poems, songs, or fairy tales the class has learned. On a large sheet of paper, each group member copies and illustrates a different line or key aspect of the work the group has chosen to illustrate. Groups then present their illustrations to the class. Finally, groups complete assessments of their group communication skills. The teacher observes students and conferences briefly with them, noting their:
 - engagement in the task
 - interest in and enthusiasm for the original works
 - interest in their classmates' illustrations
 - abilities to capture the meanings of the original works
- Suggest that students keep Creative Works lists to record titles and creators of the Japanese works they have viewed or listened to. Have students design symbols to represent each genre and provide short critiques of each work, including descriptions of one important feature. Review the lists, noting the extent to which students are able to express views and notice key features.

RECOMMENDED LEARNING RESOURCES



Multimedia

- Niko Niko



Games/Manipulatives

- The Complete Origami Kit for Children



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify elements of their own and their classmates' cultural backgrounds
- identify key vocabulary related to some characteristics of Japanese culture and society
- identify and demonstrate an understanding of some cultural elements of Japan

SUGGESTED INSTRUCTIONAL STRATEGIES

Students benefit from a classroom environment that includes a blending of linguistic and cultural experiences. They will gain insight into Japanese culture and society by participating in activities that expose them to elements such as food, clothing, arts, and crafts from both traditional and modern Japan.

- Have students work in groups to select pictures or models of food and categorize them into groups. Ask each group to create an imaginary Japanese meal. Then have them repeat the activity, this time creating their versions of typical meals in their own homes. Next, students discuss the similarities between Japanese eating habits and their own. Students could then select a Japanese recipe to prepare, or sample a range of Japanese dishes or food products in the classroom.
- Set up stations around the classroom to show illustrations or actual examples of a variety of formal and informal Japanese clothing and accessories. Have students view the articles by moving from station to station in groups. As a class, brainstorm similarities between modern Western clothing and traditional Japanese clothing. Discuss who (males or females) might wear each type of clothing. Then invite students in small groups to try on a variety of Japanese formal (*kimono*) and informal (*yukata*) wear, freely experimenting as well as responding to direct demonstration. Discuss with students the advantages and disadvantages of these items of clothing. Have students add the newly learned words for these items to their personal dictionaries.
- Show students a selection of Japanese cartoons (*anime*), and have them compare these to North American cartoons. Students might compare elements such as visual styles, storylines, and gender roles portrayed.

SUGGESTED ASSESSMENT STRATEGIES

Students' understanding of the Japanese language increases as they gain understanding of Japanese culture and society. Assessment focusses on evidence that students are developing an awareness and appreciation of the culture, which they demonstrate in a variety of ways, including graphic and other visual formats.

- As students categorize food, create meals, and determine similarities between their own and Japanese cultures, look for evidence that they:
 - maintain an open attitude toward differences
 - are willing to try new and unusual foods
 - understand that the food choices of different cultures are determined by a variety of factors (e.g., accessibility, geography, tradition)
 - identify similarities and understand that cultures often incorporate foods from other cultures into their own regular menus
- Have students create visual representations of Japanese and Western clothing. Review their representations, vocabulary related to clothing, and comparisons of Western and traditional Japanese clothing. Assessment could be based on:
 - accuracy of the representations
 - generalizations about key features of traditional and modern clothing
 - identification of similarities between Western and traditional Japanese clothing
 - use of key vocabulary related to traditional clothing
- When students compare Japanese and North American cartoons, assess their responses using criteria such as:
 - includes a variety of features in the comparisons
 - accurately identifies similarities and differences
 - demonstrates sensitivity to some of the more subtle or complex features

RECOMMENDED LEARNING RESOURCES



Print Materials

- Ancient Japan
- "Body" Language
- Everyday Japanese
- Festivals of Japan
- In Japan
- Japanese - An Appetizer
- A Look Into Japan



Multimedia

- Niko Niko



Games/Manipulatives

- The Complete Origami Kit for Children

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- exchange information orally and in *romaji* with brief and simple messages
- ask and respond to simple questions
- make and respond to simple requests
- demonstrate awareness of the various Japanese writing systems
- respond to and participate in classroom routines

SUGGESTED INSTRUCTIONAL STRATEGIES

Emphasis at this level is on continuing to assist students in developing positive attitudes to learning and using Japanese. New topics and situations provide opportunities for students to work with their peers.

- Arrange students in a circle and have them take turns using appropriate words and gestures to introduce themselves to the students beside them.
- On an ongoing basis, ask students to prepare and display charts showing routine classroom instructions and other useful phrases. The charts serve as reminders to students to use the vocabulary daily.
- Have students practise vocabulary related to numbers and weather by maintaining calendars. For each day of the month, students fill in the appropriate day, date, and weather symbols, then create simple sentences describing the weather and their activities.
- Invite students, working in small groups, to plan role plays of shopping trips and present them to the class. Ask students observing the role plays to take turns recording the hand gestures and key vocabulary that assisted in communication. At the end of each role play, have students identify the gestures they found most effective and discuss whether there are other means that might also help communication in that situation.
- Provide students with a variety of Japanese resources written in *hiragana*, *katakana*, and *kanji*. Challenge students in pairs to determine the identifying characteristics of each script. Students might enjoy reproducing some of the simpler characters.

SUGGESTED ASSESSMENT STRATEGIES

Students' enjoyment of language learning is a continuing priority. Assessment at this level focusses on the willingness of students to communicate in Japanese—to take risks, be spontaneous, and initiate responses—rather than on the accuracy of their language skills.

- As students participate in simple interactions, ask questions, and respond, use a checklist to note the extent to which they:
 - listen and respond to instructions
 - repeat modelled phrases independently
 - reproduce or approximate the pronunciation of familiar words
 - self-correct
 - recognize and demonstrate appropriate non-verbal gestures
 - show increasing comfort and confidence
- When students create charts of instructions and common phrases for the classroom, check the extent to which they:
 - use learned patterns in their writing
 - focus on key words or phrases to communicate main ideas
 - use *romaji* to communicate intended meaning
 - use the charts displayed to increase their interactions
- When students construct individual calendars and create simple sentences to describe activities and weather for each day, note the extent to which they are able to:
 - write and match the numbers
 - write and label the days of the week
 - write and label the months of the year
 - use learned patterns to write simple sentences
 - include learned vocabulary to describe the weather and their activities
- Throughout the year, have students reflect on their calendars and the sentences they can write. Encourage them to assess and discuss their increasing abilities in order to promote confidence and focus their efforts.

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 Japanese Verbs
- “Body” Language
- Daily Expressions in Japanese
- A Dictionary of Basic Japanese Grammar
- Everyday Japanese
- Fun with Hiragana - Workbook
- Ikimashoo
- In Japan
- Kanji and Kana



Video

- The Children of Japan



Multimedia

- Niko Niko



Audio Cassette

- Lyric Language: Japanese
- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- locate information from age-appropriate Japanese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and to some extent in writing using some words and short phrases in *romaji*

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students' abilities to use Japanese are minimal, although their abilities to access information and display it visually in their own language(s) are already quite well developed. As they experience success in applying strategies such as predicting and inferring meaning based on clues, students develop the confidence required to continue to learn Japanese.

- Ask students to create individual maps of their neighbourhoods and label the school, their homes, and any other significant buildings. As an extension, show an overhead transparency of a neighbourhood map. Encourage individual students to plot significant locations and explain to the class their routes to and from school.
- Invite a guest (or student) who is fluent in Japanese to demonstrate how to set a traditional Japanese dining table. Provide students with task sheets showing the steps in incorrect order, and have them renumber the steps correctly. Students then create collages of pictures related to the demonstration and give short commentaries.
- Ask students in pairs to survey others about their favourite books, foods, clothing, and restaurants. Have each pair compare results with other pairs or with students from another Japanese class.
- Before students view authentic documents such as menus, have them brainstorm information they usually find on menus. Encourage them to apply this knowledge to make educated guesses about Japanese menus.
- Provide students with a selection of age-appropriate articles, magazines, and reference materials. From these, students select topics and create visual displays of what they have learned. The displays should include some simple labels in Japanese.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level have not yet acquired extensive oral and written skills. Assessment focusses on how they discover and use key ideas, overall impressions, and some selected detail to accomplish authentic tasks. Students can represent their understanding in a variety of ways that require minimal use of language.

- When students work on activities in which they create and label visual representations (e.g., creating maps or making visual displays), note the extent to which they:
 - compose appropriate labels
 - use resources to help them write the labels correctly
 - take risks to include some words or phrases that are new to them
- Assign partners and have each pair choose from an envelope a card containing simple instructions or directions. As students work together to perform their tasks, look for evidence that they can:
 - identify key words to acquire the main ideas
 - extract meaning to enable them to perform the tasks
 - make logical predictions based on the situation and their prior knowledge
 - complete the tasks independently
- Provide students with opportunities to reflect on and self-assess their work. Pose questions such as:
 - What strategies or approaches did you find useful to get information from the Japanese materials?
 - What did you have to do differently when working with Japanese resources than with resources in English or other languages?
 - What words, phrases, or patterns did you discover that you want to remember?

RECOMMENDED LEARNING RESOURCES



Print Materials

- Basic Japanese-English Dictionary
- Everyday Japanese
- Japan: An International Travel Map
- Japanese - An Appetizer
- Martin's Concise Japanese Dictionary
- Merriam Webster's Japanese-English Learner's Dictionary



Multimedia

- Niko Niko

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view and listen to creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

By experiencing a variety of Japanese creative works, students learn to enjoy and appreciate them as expressions of Japanese culture and language. The teacher may need to provide appropriate visual and contextual support to help them comprehend and respond to these works in personally meaningful ways.

- Create a gallery of visual works about Japan (e.g., paintings, photos of daily life, slides, posters of landmarks). Invite students to take a Gallery Walk to view the illustrations. Ask them to create artwork such as mobiles, collages, or dioramas representing the ideas or images in the gallery that they find most interesting.
- Have students view examples of *manga*. As a class, discuss elements of *manga*, including styles of visual representation, storylines, stereotypes, and gender roles. Students then create their own *manga* using learned vocabulary.
- Invite students to listen to a variety of Japanese songs of celebration (e.g., for birthdays, New Year's) and examine the lyrics. Point out key words to assist understanding. Teach the songs, then provide opportunities for students to learn and sing them at appropriate times of the year.
- Read a Japanese story to the class. Then form small groups and ask them to arrange pictures from the story in the correct sequence. Students could also develop a mural to illustrate the storyline. As a challenge activity, students could create alternative or non-traditional endings to the story or change individual story elements (e.g., time, setting, gender of the main character).

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their interest and engagement in creative works through their participation and enthusiasm. As students explore a variety of works, they begin to develop a deeper understanding and awareness of the language.

- When students respond to videos or stories through visual art or role play, look for evidence that they:
 - incorporate key ideas, events, or characters from the videos or stories
 - illustrate in original ways the intended meanings of the stories
 - involve the audience by using interesting detail
- After students have heard or viewed a simple story, have them each select an event, image, or character to represent in a visual work (e.g., drawing, collage, computer graphic). Ask them to present their illustrations and respond to questions from classmates. Look for:
 - interest and engagement in the task
 - personal connection to the image selected
 - attention to the theme, mood, and tone
 - attempts to engage audience in the selected scene, character, or idea
- Have students keep records of creative works they experience, including the interpretations or response activities involved and brief personal comments. From time to time, have students review and comment on their lists by responding to questions such as:
 - Which of the works stands out in your mind? Why?
 - Which three were particularly interesting or enjoyable for you? How were they alike? How were they different?
 - Tell one thing you've noticed about creative works in Japanese.
- Look for evidence that students are open to a variety of experiences, willing to respond, and beginning to understand the role of creative works in language and culture.

RECOMMENDED LEARNING RESOURCES



Multimedia

- Niko Niko



Games/Manipulatives

- The Complete Origami Kit for Children



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify some characteristics of Japanese culture and society
- compare some cultural elements of Japan to those of their own cultural backgrounds

SUGGESTED INSTRUCTIONAL STRATEGIES

Students explore their family and community traditions and compare them to those in Japan. They identify similarities between Japanese culture and their own. Students gain understanding of how cultural links to language enhance communication.

- Ask students in small groups to create visual displays of all the possible members of a Japanese family (e.g., mother, father, guardian, stepsister, stepmother), using a variety of materials such as photographs, magazine pictures, and dolls or puppets. Have them create a caption or short description to identify each family member. Using this information and gender- and culturally appropriate gestures, students role-play introducing family members to one another and then to the class.
- Provide students with materials to create dolls dressed in traditional or contemporary Japanese clothing. Students could use flat paper figures (paper dolls) or 3-D figures such as *origami* sculpture or *kokeshi*. Invite students to collect words related to the essential elements of *kimono*, and discuss as a class the advantages and disadvantages of wearing traditional *kimono* and modern dress. Students could also discuss how these Japanese modes of dress are similar to their own.
- Invite a person of Japanese heritage to speak to the class about family structures and the role of the family in Japanese societies. Have students prepare a number of questions for the speaker and record the results. Suggest that they use this information to add to a visual display depicting Japanese family life. Ask students to thank the guest orally and later in writing.

SUGGESTED ASSESSMENT STRATEGIES

Building students' knowledge of Japanese culture and society will enhance their skills in language communication. Students' attitudes play a key role in their abilities to understand the cultural context of the language. At this level, assessment of cultural understanding focusses on students' awareness, openness, interest, and willingness to participate.

- As students create visual displays about Japanese family relationships, look for evidence that they:
 - clearly identify relationships among family members
 - use the correct term of address for each position and relationship
 - create appropriate captions describing some of the characteristics of family members
- When students role-play introducing family members, note growth in areas such as:
 - confidence in using Japanese words or structures
 - understanding of the vocabulary used for family members according to their position
 - knowledge of expressions used in introductions
 - use of non-verbal gestures (e.g., depth of bow according to position)
- As students discuss traditional and contemporary clothing or participate in cultural activities, note evidence of their interest and understanding such as:
 - volunteering information about their own communities or customs
 - speculating about reasons for particular customs or behaviours
 - asking questions
 - offering to find out the answers to questions
 - volunteering information they have discovered about other cultures

RECOMMENDED LEARNING RESOURCES



Print Materials

- Ancient Japan
- "Body" Language
- Chopsticks! An Owner's Manual
- Everyday Japanese
- Festivals of Japan
- In Japan
- Japanese - An Appetizer
- A Look Into Japan



Video

- The Children of Japan



Multimedia

- Niko Niko



Games/Manipulatives

- The Complete Origami Kit for Children

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- ask and respond to simple questions using common sentence patterns (*desu*)
- respond to and give simple instructions
- express preferences and interests
- demonstrate a willingness to experiment with *hiragana* and *katakana* to communicate basic information
- participate in classroom activities

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students are capable of using some learned Japanese words and phrases to form complete messages or participate in short interactions.

- Ask students to complete a questionnaire related to their likes, dislikes, and interests. Have students work in pairs to report their findings to the class.
- Suggest that students role-play shopping trips using familiar vocabulary related to the items for sale. Ask them to include expressions such as *Toire-e itte mo ii desuka* and *Wakarimasen*. Invite students to make posters showing some of these expressions for display in the classroom.
- Have students in pairs count the numbers for 100 consecutive school days, keeping track of the count in their Japanese calendars. For the 100th day, ask them to plan counting activities for a celebration or to display 100 small objects such as paper cranes.
- Organize a “treasure hunt” in which students follow a series of oral instructions directing them to different locations. Ask students to take turns giving the directions.
- Ask students to write words or phrases in *hiragana* and *katakana* for objects and daily routines. Encourage them to use these words and phrases as often as possible in daily school life. Invite students to use graphics software to create signs for the classroom and school (e.g., for washrooms, classroom numbers, teachers’ lounge).
- To give students practice in recognizing *kana*, ask them to select their own name cards from several written in *katakana*. Then have them take turns calling attendance from the *katakana* name cards.
- Invite students to view a *kana*-writing demonstration. Students could then practise stroke order by writing *kana* in the air with their index fingers or by creating *kana* using a medium such as Plasticine or flour dough.

SUGGESTED ASSESSMENT STRATEGIES

Assessment focusses on students' abilities to interact with increasing fluency, using words and structures they have practised. They continue to gain confidence by participating in a range of activities and interactions.

- Watch for evidence that students are increasingly able to:
 - understand the teacher and other students
 - make themselves better understood
 - participate independently in simple, short interactions
 - use formal gestures appropriate to the context
 - take risks to use Japanese in class and group activities
 - use simple, familiar vocabulary and structures (e.g., short statements, brief answers, simple questions formed with the five question words)
- As students practise vocabulary related to themes they are studying, note the extent to which:
 - pronunciation is a close approximation
 - stress from syllable to syllable is equal
 - sounds are reproduced with decreasing variation over time
- Periodically review students' personal dictionaries, journals, and written work to assess and support their efforts to:
 - match labels and pictures
 - combine words and pictures to convey meaning
 - form an increasing number of recognizable letters in *hiragana* and words in *katakana*
 - form phrases and simple sentences by sequencing words appropriately
- At the beginning of a class, have students set personal goals for interacting or responding to questions. Provide them with sample goal statements such as:
 - In this class, I will respond to _____ questions.
 - I will participate in _____ interactions.
 At the end of the class, have students review their goals and respond as follows:
 - I met my goal today when I _____ .
 - _____ helped me meet my goal today by _____ .
 - Next class I will focus on _____ .

RECOMMENDED LEARNING RESOURCES



Print Materials

- Fun with Hiragana - Workbook
- A Guide to Learning Hiragana and Katakana
- Ikimashoo
- In Japan
- Kana Can Be Easy
- Nihongo No Kiso



Video

- The Children of Japan



Multimedia

- Kimono
- Niko Niko



Software

- KanjiWord
- Kcom2



Games/Manipulatives

- Japanese Kana Card
- Karuta



CD-ROM

- Exotic Japan



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- locate and to some extent use specific information from age-appropriate Japanese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and to some extent in writing using some words and short phrases in *romaji* and some words in *hiragana* and *katakana*

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students' abilities to use Japanese are still minimal. As they experience success in applying language-learning strategies such as using clues, connecting, and predicting, they gain confidence in working with Japanese materials.

- Present students with materials that relate to various careers in Japan. Ask them to create posters about these occupations, including words associated with them. Students then present their findings to the class orally.
- Provide students with Japanese train tickets and ask them to decipher the various components. Then have students create their own train tickets for travelling from one Japanese city to another. Students could also role-play purchasing the tickets.
- Invite students to examine a selection of age-appropriate references such as newspapers, magazines, and materials on the Internet. Ask them to select topics (e.g., Japanese and Western fashion, popular entertainers, music, scientific investigations) and create visual displays based on what they have learned, using some simple labels in *hiragana* and *katakana*.
- Ask students in groups to listen to stories in the Japanese style of *kamishibai* and view related illustrations. Have them highlight words they are familiar with and use information supplied by the context to infer the meaning of new Japanese words and phrases. Suggest that students add these words to their daily journals. They could then create large illustrations to tell stories in the *kamishibai* style.

SUGGESTED ASSESSMENT STRATEGIES

Students continue to rely mainly on visual representations to present information, while incorporating some basic, well-practised Japanese vocabulary and structures. Linguistic requirements should be simple—assessment for this organizer continues to emphasize the extent to which students successfully find and use the information required to complete specific tasks.

- When students represent or report on information they have acquired, note the extent to which they are able to:
 - identify and recount the key ideas or impressions
 - include relevant and accurate details
 - reproduce some of the Japanese words (*hiragana* and *katakana*) and patterns in understandable forms
 - organize and sequence their information appropriately
- When students are working on assigned tasks, use a class list to note observations about the extent to which they:
 - approach tasks with confidence
 - persevere, trying different approaches or strategies when having difficulty
 - tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge
- Encourage students to reflect on and assess their strategies for extracting specific information. Pose questions such as:
 - Were you able to find or figure out more or less information from the Japanese resources than you expected?
 - What parts were easy for you?
 - What kinds of problems did you have? How did you solve them?
 - What strategies did you use when working in Japanese that you want to remember?

RECOMMENDED LEARNING RESOURCES



Print Materials

- Basic Japanese-English Dictionary
- Everyday Japanese
- Japan: An International Travel Map
- Japanese - An Appetizer
- Martin's Concise Japanese Dictionary
- Merriam Webster's Japanese-English Learner's Dictionary



Multimedia

- Kimono
- Niko Niko



CD-ROM

- Exotic Japan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view and listen to creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers should provide adequate visual and contextual support to enable students to fully appreciate and enjoy Japanese creative works. Students may recognize some of the language in these works and use their growing range of language-learning strategies to predict the meanings of new expressions.

- Invite a guest speaker to talk about and demonstrate calligraphy. Then challenge students to write *kana* with a *fude* and ink. Students could also use graphics software to practise drawing *kana*.
- Ask students in groups to predict events in a story on the basis of a few given words or pictures. Then have them create dialogue for a simple sequence of *manga* drawings.
- Encourage students to sing simple Japanese songs related to numbers, body parts, seasons, and other simple themes.
- Present a selection of simple poems, nonsense rhymes, or tongue-twisters in Japanese. As students become familiar with these works, they can be used as prompts for various activities or for just having fun with the language.
- Invite the class to listen to songs in Japanese while following lyric sheets. Ask students to note repeated phrases, words, or rhythms. Then have them work in groups to practise lip-sync routines (*karaoke*) and present them to the class.
- Ask students to view and listen to simple Japanese *haiku* poems and then compose their own *haiku* in English.

SUGGESTED ASSESSMENT STRATEGIES

Grade 7 students are able to experience and respond to an increasing range of creative works. Assessment information most often comes from observing students' participation and engagement, reviewing their collections of written and visual representations, and rating their self-assessments.

- When students write and draw in response to stories they hear, read, or view, look for evidence that they:
 - recognize the main ideas
 - sequence key events, where appropriate
 - include main characters, where appropriate
 - represent the moods, feelings, or points of view of the stories
- As students listen to and lip-sync songs, look for evidence that they:
 - respond to the meaning as well as to the sounds and rhythms
 - make connections with other music they have heard
 - are open to and willing to engage in new experiences
- Review the *haiku* that students compose in English and illustrate in Japanese style. Look for evidence that:
 - number of syllables per line is correct
 - poems contain elements of nature, seasons, or similar Japanese themes
 - imagery captures mood and feeling
 - illustrations contain elements of Japanese style (e.g., simplicity, line, colour)
- Ask students to work in small groups to create brief (six- to eight-frame) *manga* modelled on those they have read. Look for evidence that students are interested in and willing to explore the comic-strip form as a way of creating meaning in Japanese, and are using some of the key features of *manga* in their work.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Haiku



Multimedia

- Niko Niko



Games/Manipulatives

- The Complete Origami Kit for Children



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate an understanding of the basic characteristics of Japanese daily life
- demonstrate an understanding of similarities between Japanese culture and their own cultures

SUGGESTED INSTRUCTIONAL STRATEGIES

Students should have opportunities in class to explore aspects of family and community traditions that they share with Japanese and other cultures. They should be encouraged to discover and appreciate Japanese cultural contributions to Canada.

- Invite students in small groups to research various aspects of Japanese culture (e.g., currency, family structures and gender roles, cuisine, school systems, methods of transportation, trade), emphasizing the similarities between customs in Japan and in Canada. Ask students to share this information in class presentations.
- Have students, working in groups, create spaces equal to six *tatami* mats (the average living room size in Japan). Ask students to research and depict the type of furnishings that would likely be found in that space. Then have them determine how many *tatami* mats would be required to fill their own living rooms. Suggest that students survey their classmates about their living-room sizes and create charts showing the information. The charts could be displayed in the classroom.
- Ask students to work with partners to chart the time they spend travelling to school and their methods of transit during a normal week. Have them compare this information with average daily transit times and methods for people in Japan, adding the Japanese data to their charts.

SUGGESTED ASSESSMENT STRATEGIES

Students now demonstrate a growing awareness and understanding of the traditions and culture of Japan. Assessment focusses on their knowledge about daily life in Japan, and their identification of similarities between Japanese and their own cultures.

- As students participate in activities and discussions about culture, observe and note the extent to which they:
 - are willing to share information about their own cultures
 - identify similarities between Japanese culture and theirs
- When students compare the time they spend in transit with that of people in Japan, look for evidence that they:
 - organize the data in a way that is clear and easy to understand
 - indicate the forms of transportation used by both groups
 - create representations that highlight comparisons between their own and Japanese transit times and forms
 - suggest plausible hypotheses for the differences
 - are able to generalize their findings to large North American cities such as Vancouver, Toronto, and Los Angeles
- After students have researched and discussed aspects of Japanese culture and daily life, ask them to respond to prompts such as:
 - I think the most important thing I learned was _____.
 - I was surprised that _____.
 - I would like to learn more about _____.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Ancient Japan
- “Body” Language
- Chopsticks! An Owner’s Manual
- Eating in Japan
- Everyday Japanese
- Festivals of Japan
- Haiku
- In Japan
- Japanese - An Appetizer
- A Look Into Japan



Video

- The Children of Japan



Multimedia

- Kimono
- Niko Niko



Games/Manipulatives

- The Complete Origami Kit for Children



CD-ROM

- Exotic Japan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- ask and respond to a variety of questions
- exchange information orally
- express simple information related to daily life using a limited number of words in *hiragana* and *katakana*
- participate in familiar activities

SUGGESTED INSTRUCTIONAL STRATEGIES

Students begin to engage in more complex interactions that build on familiar topics and frequently used expressions. The topics can be about the students themselves, their friends, or their favourite activities. Students are encouraged to continue writing simple sentences in *hiragana*.

- Ask students in pairs to draw floor plans of their houses. While one partner is blindfolded, the other places a label representing a family member in one room of a floor plan. The blindfolded partner asks questions to determine where the family member is located. Partners switch roles and continue the game.
- Have students draw and label pictures of the members of their real or imagined families, providing names, ages, occupations, hobbies, and interests. Then suggest that students write short passages, using basic *hiragana* and *katakana*, about their own or someone else's family.
- Challenge students to practise recognizing and writing *hiragana* by:
 - writing stories in *romaji*, substituting as many words as possible with the *hiragana* equivalents, then exchanging stories with classmates to practise reading
 - assembling jigsaw puzzles of *hiragana* words for days of the week, months, weather, and so forth
- Organize a letter exchange between pen pals. Provide students with a model letter format. Ask them to personalize their letters, providing information about themselves and asking about the recipients. Have students exchange their letters with members of another Japanese class or with pen pals in Japan. Encourage students to send their letters by e-mail.
- Invite students in pairs to role-play two friends making plans for the weekend. Have partners discuss activities they both like doing, referring to places, times, and people. Encourage students to use new expressions learned in class.

SUGGESTED ASSESSMENT STRATEGIES

Grade 8 students develop increasing skill with the language and are able to apply a growing bank of memorized vocabulary and sentence patterns.

Assessment focusses on meaning—the extent to which students are able to share ideas and information.

Although oral interactions continue to be most important, students begin to write *hiragana* and *katakana* to communicate simple information.

- As students engage in classroom activities, observe and note the extent to which they:
 - volunteer answers and information in Japanese
 - join in and use structures they have learned
 - experiment with new vocabulary and structures
 - try to connect structures or phrases
 - support and encourage one another to complete messages
 - use *hiragana* and *katakana* to write simple messages
- Work with students to develop criteria for a dialogue. Assign partners and provide each with a card describing a mystery person to role-play (e.g., Japanese businessperson, teacher, university student, elementary student, shopkeeper). One partner asks questions, while the other provides information; then partners switch roles. Each partner introduces the other to the class. An observer or another group could provide feedback according to the criteria established. Criteria might include:
 - appropriate vocabulary and structures
 - accurate pronunciation and intonation
 - smooth delivery (fluency)
 - complete information
 - appropriate use of non-verbal gestures
 - strategies used to make the interaction more interesting

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 Japanese Verbs
- “Body” Language
- Easy Katakana: How to Read and Write English Words Used in Japanese
- Everyday Japanese
- A Guide to Learning Hiragana and Katakana
- Ikimashoo
- In Japan
- Kana Can Be Easy
- Kanji and Kana
- Nihongo No Kiso



Multimedia

- Kimono
- Niko Niko



Software

- KanjiWord
- Kcom2



Games/Manipulatives

- Japanese Kana Card
- Karuta



CD-ROM

- Exotic Japan



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- locate and to some extent use specific information from age-appropriate Japanese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and in writing using *hiragana* and some *katakana*
- identify *hiragana* and *katakana* language items when encountered in Japanese resources

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are generally interested in acquiring information or investigating things when they have a meaningful purpose. Where they are available, select interesting, age-appropriate Japanese materials from many sources, including the Internet, and keep tasks fairly simple. The format and context of the information should be familiar and related to topics such as food or school and community activities.

- Ask students to listen to or view Japanese sportscasts to identify information and Japanese loan words. Then have students role-play sports announcers by relaying scores and other sports highlights.
- Assist students in creating What's Hot and What's Not charts (or Japanese equivalents). Invite students to develop checklists in *hiragana* and *katakana* for categories such as music, celebrities, and movies. Ask students in groups to complete the checklists by filling in their likes and dislikes. Have groups use the checklist information to prepare questions to ask other student groups, carry out surveys, and compile this information into charts. As an extension, have students work in pairs to provide simple reviews of movies, music, concerts, or television shows and present them to the class.
- Invite students to review a variety of fast-food restaurant menus in Japanese and role-play ordering meals from their favourite restaurants. Then have them develop and conduct a class survey of food preferences and eating habits. Provide students with copies of *Canada's Food Guide to Healthy Eating* and ask them to analyse students' meal choices and represent the food groups they contain. Working in groups, students could then use drawings, maps, and vocabulary to create a "Fast-Food Restaurant Guide" that includes food guide information.

SUGGESTED ASSESSMENT STRATEGIES

Students are now acquiring and using information to complete realistic oral and written tasks. They continue to use visual representations to support and extend meaning, combined with limited writing of *hiragana* and *katakana*.

- Look for evidence that students are developing effective language-learning strategies such as:
 - confidence—approaching tasks with positive attitudes
 - resourcefulness—trying a variety of approaches and strategies to solve problems
 - perseverance—continuing in the face of difficulty without becoming frustrated
 - risk-taking—willing to attempt new and unfamiliar tasks or approaches
 - commitment—taking pride in completing assigned or self-selected work
 - self-monitoring—checking on their own progress and making needed adjustments
- To assess students' role plays of sportscasts, use criteria such as:
 - offers complete information
 - includes details to enhance the information
 - incorporates useful vocabulary and expressions
 - uses appropriate loan words accurately
 - attempts to appeal to the audience
- When assessing written work, criteria might include:
 - meaning is clear
 - uses learned structures and patterns appropriately
 - uses a range of vocabulary to form simple sentences
 - includes *hiragana* or some *katakana* for common words
- Provide students with cards that contain examples of any of the three Japanese scripts and note how precisely they are able to distinguish defining characteristics (e.g., complexity, shape, angularity, boldness, roundness), recognize patterns within each script, and accurately categorize the cards by type of script.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Basic Japanese-English Dictionary
- Everyday Japanese
- Japan: An International Travel Map
- Japanese - An Appetizer
- Martin's Concise Japanese Dictionary



Multimedia

- Kimono
- Niko Niko



CD-ROM

- Exotic Japan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and to some extent read creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students often develop a strong interest in Japanese popular culture in the form of comics, music, and films. Teachers can encourage them to enjoy Japanese more fully by also providing opportunities to experience works in other forms (e.g., stories) and from various sources (e.g., CDs, videos, the Internet).

- Provide students with magazines and video clips illustrating various Japanese advertising techniques. Have students identify the products being advertised, the different scripts being used (including English), and the stereotypes or gender roles depicted in the advertisements. Discuss the advertising techniques used, then have students use this information to create Japanese-style advertisements for real or imaginary products. Students could present their work as storyboards or videos.
- Present a Japanese song or video and have students create CD covers or video cases to promote it.
- Ask students to listen to a Japanese story and, in groups, practise acting or miming it. Have them role-play the story as it is reread.
- Invite students to examine a variety of *manga*. Suggest that they select situations from their own experience and use them to create five- to eight-frame comic strips, incorporating several familiar Japanese expressions.
- Have students view magazine displays of Japanese fashion. Using the information, students then create collages with captions to depict how people in Japan dress for various activities. Students could present a fashion show as part of a special event, including a simple commentary for the show. Students might videotape the show for review later in the year.

SUGGESTED ASSESSMENT STRATEGIES

Students can demonstrate their responses to Japanese works by creating works of their own. Assessment focusses on the variety of ways students respond and on their willingness to express personal reactions to creative works.

- To assess personal responses to creative works, ask students to create collages, advertisements, dramatic presentations, videos, or CD covers. Encourage them to include in their work reflections on their thoughts or feelings. Look for evidence that students are:
 - open and willing to engage in the tasks
 - committed to their work
 - able to formulate personal responses using some basic Japanese
 - willing to take risks in their responses
- When students create *manga*, work with them to establish criteria they can use for self- and peer assessment. For example, students might focus on criteria such as:
 - pays attention to detail
 - demonstrates creativity and imagination in presentation
 - explores the situation in a creative way
 - uses common expressions and vocabulary
- Provide students with opportunities to comment on their experiences with Japanese creative works, create summary reviews, and identify works that have had the greatest impact. They could collect their responses in sections of their notebooks or journals, or on audiotapes.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Haiku



Multimedia

- Niko Niko



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate awareness of characteristics relating to Japanese customs and traditions
- compare Japanese culture with their own cultures
- demonstrate an understanding of Japanese cultural contributions to Canada

SUGGESTED INSTRUCTIONAL STRATEGIES

Students explore the customs and traditions of Japan to increase their understanding of both Japanese and their own cultures. They are encouraged to use Japanese vocabulary related to these traditions.

- Suggest that students in groups research Japanese crafts (e.g., *origami*, *ohinasama*, *koinobori*) and traditions (e.g., the tea ceremony), using print and video resources or by interviewing members of the Japanese community. Ask students to determine how these customs are related to Japanese festivals. Have groups present their information to the class. Encourage each group to demonstrate for the class a craft related to a Japanese festival.
- Have students in pairs locate and collect information to compare Japanese and Canadian school systems. Students then write short reports and design posters highlighting the similarities.
- Ask students to work with partners to research the characteristics of the traditional Japanese feudal system (e.g., *samurai*, castles, *ninja*). Encourage students to discuss how factors such as status, gender, and age affect social behaviour.
- Bring to class some unfamiliar Japanese objects. Ask students to brainstorm possible uses for these objects and compare them with their Canadian equivalents.
- Ask students to invite a person of Japanese heritage to speak to the class about Japanese culture and its contributions to Canada. Before the visit, encourage students to prepare questions for the guest. Have a group of students introduce the guest to the class. Students could use information from the talk to add to a display depicting Japanese cultural contributions to Canadian life.
- Form small groups and have them research the cultural significance of *daruma*. Suggest that students create their own *daruma*, drawing in one eye to set study goals. Record all goals for later discussion and completion of individual *daruma*.

SUGGESTED ASSESSMENT STRATEGIES

Assessment focusses on students' abilities to describe Japanese customs and traditions, identify similarities with other cultures, demonstrate openness, and indicate a growing appreciation of Japanese contributions to Canada.

- Have students use Venn diagrams to compare their own school traditions with those of Japanese schools, then list two conclusions or key observations. Look for evidence that students are aware of the role of traditions and customs in their own school lives and are able to identify similarities between them and those in Japan.
- After showing a documentary or reading a story set in Japan, invite students to imagine themselves in the setting and write postcards home telling what is happening and how they are responding. Look for evidence that students:
 - are able to project themselves into characters or events
 - notice cultural elements
 - are curious about customs and traditions
- When students research and report on topics such as the Japanese feudal system, look for evidence that they:
 - locate and share accurate information
 - provide interesting and relevant details
 - make connections to previous knowledge about Japanese customs and traditions
 - use key vocabulary correctly (e.g., *samurai*)
 - make connections to other cultures (e.g., British or French feudal systems)
- From time to time, review students' records for evidence of increasing knowledge of and appreciation for Japanese culture. Provide students with opportunities to review and self-assess their records, using prompts such as:
 - Two similarities between my culture and Japanese culture that surprised me were _____ .
 - Something I've noticed about many Japanese customs and traditions is _____ .
 - Some of my ideas about Japanese culture, customs, and traditions that have changed because of what I've learned are _____ .
 - Some questions I have about Japanese culture, customs, and traditions include _____ .

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Body" Language
- Chopsticks! An Owner's Manual
- Eating in Japan
- Everyday Japanese
- Festivals of Japan
- Haiku
- In Japan
- Japanese - An Appetizer
- A Look Into Japan



Multimedia

- Kimono
- Niko Niko



CD-ROM

- Exotic Japan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- ask for and give simple information and assistance
- initiate and maintain short conversations about personal interests
- express basic information using *hiragana* and some *katakana*
- participate in a variety of familiar situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

The focus of learning is on students' abilities to use Japanese as a tool for communicating about topics they enjoy discussing, such as themselves, their friends, and favourite activities. To experience success, students must have many opportunities to practise and develop the necessary language in new and interesting contexts and groupings (individually, in pairs, and in small and large groups).

- Organize students to role-play situations such as shopping for school supplies. Have them ask for and collect objects from their classmates. After the role plays, have students hold up the objects one at a time and ask for their owners, until all the objects are returned. Then collect these items again and use them in a simulated game show in which participants are asked to name and price the items.
- Form pairs and ask each pair to plan a vacation, explaining the details of their plans to a travel agent in a role play. The partner playing the travel agent assists by suggesting destinations, dates, and prices.
- Suggest that students write short passages or phrases in their journals using newly learned patterns in *hiragana* and *katakana*. Invite each student to select a favourite piece to be published in a class magazine or newspaper.
- Demonstrate the use and importance of surveys. Then assign students in groups to design and conduct surveys relating to their classmates' interests and hobbies. Ask students to compile the information on Hobby Mania charts and display them in class.

SUGGESTED ASSESSMENT STRATEGIES

The focus of assessment at this level is on students' abilities to apply the language they are learning to identify known words in new contexts, use simple sentence patterns to communicate basic information, identify and write loan words using *romaji*, and increase their use of *hiragana* and *katakana* to communicate in written form. Errors are a natural and predictable part of language development; they provide valuable information to both learner and teacher.

- As students interact with one another in simple and predictable exchanges, use a class list to record observations about the extent to which they:
 - use Japanese words and vocabulary to communicate basic personal information (e.g., name, age, interests)
 - sustain interactions beyond the first question or response
 - communicate new information in learned patterns
 - interact with some beginning fluency and spontaneity
 - work toward appropriate intonation, rhythm, and pronunciation
 - listen actively and focus on key information
 - tolerate ambiguity when unable to understand
- Have students demonstrate their abilities to use Japanese in role plays in which they assume a variety of social roles to illustrate terms of address, non-verbal cues, polite expressions, greetings, and leave-takings. Provide a list of key features or criteria for student self- and peer assessment. For example, to what extent do students use appropriate:
 - phrases and sentences for greetings, terms of address, and leave-takings for particular social roles
 - intonation, rhythm, and pronunciation
 - pronunciation patterns within basic sentences
 - vocabulary in familiar phrases and patterns
 - non-verbal cues according to role

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 Japanese Verbs
- Easy Katakana
- Everyday Japanese
- A Guide to Learning Hiragana and Katakana
- In Japan
- Kanji and Kana
- Let's Play Games in Japanese
- NTC's Basic Japanese



Multimedia

- Japanese Language and People
- Kimono
- Moshi Moshi
- Niko Niko



Software

- KanjiWord
- Kcom2
- Power Japanese



Games/Manipulatives

- Japanese Kana Card
- Karuta



CD-ROM

- Dynamic Japanese
- Exotic Japan



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- locate and process information from age-appropriate Japanese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and in writing using *hiragana* and some *katakana*
- record *hiragana* and *katakana* language items in logical categories

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are generally interested in acquiring information when it is related to a meaningful purpose. Select age-appropriate Japanese materials such as magazines, brochures, videos, and Internet addresses. Students should be asked to gather only the information needed to complete simple tasks.

- Bring to class a variety of Japanese youth magazines and ask students to select articles or sections that interest them. With the help of dictionaries, students highlight familiar words and phrases and predict the meaning of the texts. After verifying the key information, students exchange their articles along with three questions they have written to be answered by their classmates.
- Have students examine Japanese bus or train schedules (with *furigana*). Ask them to use these to determine arrival, departure, and length-of-trip times in response to teacher- or student-generated questions. Ask students to plot schedules of activities that involve taking the bus or train, and convey the information using postcards, e-mail, or faxes to real or imaginary host families or friends who have agreed to meet them upon arrival.
- Provide students with authentic Japanese pen pal letters and ask them to pay particular attention to common expressions and key information. Assist students in writing letters to pen pals in Japan, using similar expressions and asking for general personal information. Students could send their messages electronically by e-mail or fax, or send letters or audiotapes by post. Invite students to share any replies with the class.
- Challenge students in groups to create memory aids for identifying *hiragana* symbols and present them to the class.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level are able to deal with an increasing range of resources and tasks and to write basic *hiragana* and *katakana*. Assessment focusses on how students use their strategies to deal with Japanese materials, and how they represent the information they acquire.

- Have students demonstrate their abilities to gather meaning from written material by responding to it appropriately and accurately. For example, ask students to follow written directions, or provide them with a written description and ask them to use drawings or diagrams to represent the information.
- After students have written replies to Japanese pen pal letters, look for evidence that they are able to:
 - refer to information in the letters and respond accordingly
 - use appropriate formats
 - request personal information using common structures and vocabulary
 - write clearly in simple, understandable Japanese
 - include relevant, meaningful information
 - display in logical ways
- Assess students' abilities to extract key information when listening to Japanese. Note to what extent students can:
 - respond appropriately and accurately to instructions and directions
 - identify the gist of dialogues and respond appropriately
 - answer direct questions with appropriate answers
 - summarize key points and sequences of events from stories they hear or view, using a combination of pictures and words
- Ask students to keep sections of their notebooks for setting personal goals for acquiring or extending specific language skills. Have them chart their progress regularly and make comparisons to previous performance and goals. Students might use the notebooks for self-assessment by documenting effective strategies they have used.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Basic Japanese-English Dictionary
- Collins Shubun English Japanese Dictionary (New - First Edition)
- Everyday Japanese
- Japan: An International Travel Map
- Japanese - An Appetizer
- Kenkyusha's Furigana English-Japanese Dictionary
- Martin's Concise Japanese Dictionary
- NTC's Basic Japanese



Multimedia

- Japanese Language and People
- Kimono
- Moshi Moshi
- Niko Niko



CD-ROM

- Exotic Japan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

By providing opportunities to experience Japanese creative works, teachers enhance students' enjoyment of and desire to learn Japanese. An up-to-date collection of CDs, audiotapes, and videos will encourage and sustain student interest in creative works.

- Have the class view a Japanese television show or movie, then form small groups and ask them to discuss the characteristics and literary genre of the storyline. Invite students to illustrate or represent scenes from the story and use *katakana* and *hiragana* to write captions for the scenes.
- Form student pairs and ask each pair to choose an aspect of Japanese music or theatre (e.g., *kabuki*, *bunraku*) and present their findings to the class.
- Have students in groups view age-appropriate *manga* and predict the meaning of the texts based on information provided by visual cues and familiar words. Invite groups to create their own short *manga* to share with the class, using an overhead projector or presenting large illustrations.
- Ask students in pairs to read a story and identify key words in *hiragana* to aid in summarizing the main theme. Students then draw illustrations depicting scenes from the story. These may be displayed in class.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to experience and respond to an increasing range of creative works. Students' choices, responses, and presentation of creative works to the class show their developing appreciation for the ways in which people express themselves creatively.

- When students view or listen to a Japanese television program, movie, or story, ask them to speculate about its meaning, theme, or message. To demonstrate their understanding, students can create original titles, describe one or two key or unique features of the story, and offer responses or opinions about the work. Note the extent to which they:
 - include key features and unique characteristics of the work
 - present original titles that reflect the theme or message of the movie or story
 - support responses with explanations and examples from the work
- When students research and report on an aspect of Japanese creative works (e.g., music, theatre, visual arts), look for evidence that they:
 - present accurate information
 - make connections with other experiences and preferences
 - show insight, personal points of view, and enthusiasm toward the works
 - present reasons and details to support their views or preferences
 - are interested in the works presented by other students (e.g., listen attentively, ask questions)

RECOMMENDED LEARNING RESOURCES



Print Materials

- Haiku



Multimedia

- Moshi Moshi
- Niko Niko



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate knowledge of basic concepts and terms that characterize Japanese culture and society
- compare Japanese culture with other cultures

SUGGESTED INSTRUCTIONAL STRATEGIES

Knowledge of Japanese culture and society provides students with the information they need for cross-cultural communication. Thus students should be encouraged to apply their knowledge of Japanese culture in different contexts and situations.

- Ask students in groups to examine and determine the features of Japanese currency and business transactions. Have them compare these to Canadian currency and business transactions. Challenge them to evaluate the current monetary value of the *yen* and the dollar and determine the relative earning and spending powers of Japanese and Canadian families. Students should identify factors that affect the cost of living in both societies.
- Organize a field trip to a Japanese restaurant and have students gather information related to Japanese dining or cuisine. Ask them to compare Japanese eating arrangements, food presentation, and table settings with those of their own cultures.
- Show students a video of two Japanese people interacting. Ask them to mime the gestures seen in the video and, in groups, determine and explain how the situation and the relationship between the participants influence non-verbal communication. As a class, discuss how factors such as gender, age, and social status affect non-verbal communication. Then ask groups to present their findings to the class.
- Have students in pairs create role plays demonstrating a variety of social roles and using proper terms of address, non-verbal cues, polite Japanese expressions, greetings, and leave-takings. As a class, brainstorm what different verbal and non-verbal behaviours reveal about Japanese socio-cultural norms (e.g., why a woman covers her mouth when laughing).
- Provide students with samples of both Canadian-style and Japanese-style business cards (*meishi*). Ask students to compare and contrast the styles. Then have students create their own *meishi*.

SUGGESTED ASSESSMENT STRATEGIES

As students interact with others and participate in activities that help them acquire information and knowledge, look for evidence that they recognize similarities between Japanese and other cultures and that they are sensitive to the concepts and language associated with unique characteristics of Japanese culture and society.

- When students research aspects of Japanese culture and society (e.g., business transactions, cost of living, schooling, role of women, daily operation of a small business, food and mealtimes) and draw comparisons with other cultures, work with them to develop criteria for assessing their reports. For example:
 - information is complete, accurate, relevant, and presented in a logical way
 - similarities are accurately represented
 - supporting information explains the importance of key concepts in Japanese culture
 - appropriate Japanese vocabulary is used to communicate specifics of Japanese culture
- Provide students with opportunities to present what they learn about Japanese culture and society. For example, have students research and present information on topics such as a typical day in a Japanese home, school, or business or an important celebration such as New Year's. Observe and note the extent to which students:
 - use Japanese phrases and words specific to the customs or celebrations described in their presentations
 - represent the customs or celebrations accurately, including details and specific information
 - portray the unique and important aspects of Japanese life in their presentations

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Body" Language
- Chopsticks! An Owner's Manual
- Eating in Japan
- Everyday Japanese
- Festivals of Japan
- Haiku
- In Japan
- Japanese - An Appetizer
- A Look Into Japan
- NTC's Basic Japanese



Video

- Annual Festivities and Ceremonies



Multimedia

- Japanese Language and People
- Kimono
- Moshi Moshi
- Niko Niko



CD-ROM

- Exotic Japan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- introduce themselves and family members using appropriate relationship terms
- communicate needs, desires, and emotions appropriately
- describe events and experiences in logical progression
- exchange information orally and in writing using *hiragana* and *katakana*
- participate in a variety of familiar situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students display growing abilities to take risks and develop a range of language-learning strategies to assist comprehension and expression. Emphasis remains on the practical and everyday uses of language, with students describing in Japanese more of what they do inside and outside the classroom.

- Have each student construct a real or an imaginary family tree representing three or four generations. Ask students to add captions showing the relationships among family members and to present their family trees to the class. Have each student write a description of a classmate's family.
- Support students in role-playing various situations in which they need to relate information (e.g., having to leave the classroom suddenly, missing a date, being absent from school). Then ask students to write their information in short notes to friends, teachers, or parents.
- Invite students to create one-month calendars showing activities that might occur during that time. The calendars should include where and when the activities will take place. In pairs, students ask one another about their calendars and use *hiragana* to summarize the information in a paragraph.
- Suggest that students create their own name cards in *katakana*. Distribute the cards randomly to other students. Ask recipients to seek the owners of the cards and greet them using appropriate gestures and language.
- Have students in pairs prepare sets of instructions for working with crafts such as *origami* or playing simple card games. Provide opportunities for student pairs to practise giving and following instructions by creating the craft items or playing the card games.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level are increasingly able to use vocabulary and structures they have memorized in new or spontaneous situations. The focus of assessment continues to be on the extent to which messages are meaningful and understandable. Students work toward accuracy, knowing that they will be supported when they take risks and use newly acquired language. Errors continue to provide important information and are essential to students' language development.

- When students are engaged in role-playing or other activities in which information is exchanged (e.g., shopping games, questions and answers, a calendar activity), use a checklist or simple rating scale (e.g., 3—fully; 2—partly; 1—not at all) to record how effectively they:
 - convey understandable messages
 - use appropriate, logical sequences to link statements in the past, present, or future
 - actively engage in the interactions, using Japanese to gain required information
 - sustain the interactions, using a variety of strategies
 - take risks to extend language use and facility
- Provide frequent opportunities for students to reflect on what they have learned and to set personal goals related to language skills. For example, at the beginning of each class, ask students to write two goals for that class (e.g., number of times they will speak, expressions or structures they want to practise, questions they want resolved, vocabulary or structures they want to discover and learn). At the end of the class, have students note the extent of their success. To gain important insights into students' attitudes and development, review and comment on their goals and records at regular intervals.

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 Japanese Verbs
- A Dictionary of Basic Japanese Grammar
- Easy Katakana
- In Japan
- Kanji and Kana
- Let's Play Games in Japanese
- NTC's Basic Japanese



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Kimono
- Moshi Moshi



Software

- KanjiWord
- Kcom2
- Power Japanese



Games/Manipulatives

- Japanese Kana Card
- Karuta



CD-ROM

- Dynamic Japanese
- Exotic Japan



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- process information from age-appropriate Japanese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and in writing using *hiragana* and *katakana*

SUGGESTED INSTRUCTIONAL STRATEGIES

Students use many strategies that allow them to identify key information in authentic documents. The tasks students perform could include single research projects on topics such as finding employment or dealing with environmental issues.

- Show students an age-appropriate Japanese video on an environmental issue such as recycling. Have them record key information on a teacher-prepared information grid. Then have students work in groups to prepare poster campaigns for the school, using information and key words from the video.
- Support students in exploring and collecting information related to local career opportunities for which knowledge of Japanese is required. Form groups and ask them to categorize and analyse the information collected. Have groups identify possible future careers in which a knowledge of Japanese would be beneficial and present this information to the class. Ask students to explain in their presentations why Japanese would be important in these occupations.
- Provide students with various completed Japanese forms (e.g., *shinkansen* forms, visa application or extension forms, bank account applications) and ask them to predict what information is being requested. Have students complete blank examples of these forms.
- Invite each student to examine the help-wanted advertisements in a Japanese newspaper or on the Internet. Have students underline key words and known Japanese phrases, using contextual clues and a Japanese dictionary. Ask students to select the jobs best suited for them and compose responses using information given in the advertisements. Have them identify and discuss any references to gender.

SUGGESTED ASSESSMENT STRATEGIES

Assessment considers both the processes students use—the skills, strategies, and approaches they employ to acquire information from resources—and the products or activities that demonstrate their degrees of success. Self-assessment plays an important role in supporting skill development.

- When students use acquired information in written tasks or to complete Japanese forms, assess the extent to which they:
 - make their messages clear
 - organize material effectively
 - use Japanese script for words they have learned
 - offer complete and relevant information
 - use language accurately (e.g., sequencing of words, grammar, past tense)
 - choose the appropriate form for each purpose
- To assess short written assignments, look for evidence that the student is able to:
 - use the correct word order, putting the verb last
 - use particles correctly and accurately
 - write sentences following the patterns modelled
 - follow structural patterns to organize sentences into a simple story
- Have students keep up-to-date personal notebooks in which they set goals for acquiring or extending specific language skills. Suggest that they chart their progress regularly, making comparisons to previous performance and to their goals or targets. These notebooks can document effective strategies students use and provide opportunities for self-assessment.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Basic Japanese-English Dictionary
- Collins Shubun English Japanese Dictionary (New - First Edition)
- Everyday Japanese
- Japan: An International Travel Map
- Japanese - An Appetizer
- Kenkyusha's Furigana English-Japanese Dictionary
- Martin's Concise Japanese Dictionary
- NTC's Basic Japanese



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Kimono
- Moshi Moshi



CD-ROM

- Exotic Japan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level experience a range of Japanese creative works and should be encouraged to bring in examples from outside the class. When they are encouraged to make personal choices and respond creatively in a variety of ways, students become more engaged in activities.

- When reading a selection of Japanese *haiku* poems to the class, provide contextual and visual support. Ask students to use familiar vocabulary to write their own *haiku* and illustrate them. Students' poems should tell the class something about themselves or their friends.
- Show students a Japanese video on the art of *raku* and, if possible, invite a local *raku* potter to demonstrate or speak to the class about the art form. Then have students create publicity posters promoting *raku*, showing the process and the significance of the pottery. Students might want to try to create *raku* in the pottery room.
- Ask students to listen to and, with contextual and visual support, read traditional Japanese songs written in *kana*. Students could learn the words to one of the songs and sing it as part of a school or class concert.
- Provide students with a selection of Japanese children's stories and ask them each to choose one of the following projects:
 - create a picture book for young children
 - illustrate parts of the story
 - role-play a part of the story
 - create a computer *anime* or video of the story

SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing facility with oral language, they are able to engage in a wider range of response activities. Assessment information can be collected by observing various forms of presentation and reviewing visual and written work.

- As students work with a variety of Japanese creative works, watch for evidence that they are increasing in:
 - openness and sensitivity to the role of Japanese art and literature
 - knowledge about Japanese artistic and literary traditions and genres
 - interest in contemporary arts
 - willingness to offer opinions and views
 - participation and commitment to class or group activities
- When students describe and create publicity posters for *raku*, note the extent to which they:
 - include all necessary steps in describing the process of *raku*
 - highlight unique features of *raku*
 - recognize elements considered to be components of the beauty of *raku*
 - state personal opinions or views about *raku*
- Occasionally have students reflect on and assess their own responses to creative works. Offer prompts such as:
 - I enjoy listening to Japanese-language materials when _____ .
 - A Japanese poem, story, or song that stands out in my mind is _____ , because _____ .
 - A style of music, fiction, poetry, or film that I enjoy both in Japanese and in English is _____ , because _____ .
 - I would probably increase my enjoyment of Japanese songs, stories, and movies if I _____ .

RECOMMENDED LEARNING RESOURCES



Print Materials

- Haiku



Multimedia

- Moshi Moshi



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate knowledge of basic concepts and terms that characterize Japanese culture and society
- discuss how cultural perceptions affect language and customs
- identify cultural content in Japanese-language resources

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students internalize the meanings of words and phrases and begin to understand the way language works and how culture determines how language is used. By comparing their own cultures with Japanese culture, students develop a better understanding of the Japanese people and language and, ultimately, their own cultures.

- Organize students in groups to role-play:
 - a variety of Japanese social roles (e.g., a *senpai-kouhai* relationship) to become familiar with terms of address, non-verbal cues, polite expressions, greetings, introductions, and leave-takings
 - a Japanese teacher-student situation that involves asking for and giving or denying permission
- Provide students with authentic materials related to Japanese holidays and major festivals. Ask them to simulate various Japanese festivals in the classroom. Have students create displays showing the characteristic features of each festival, labelling important objects in *hiragana*, *katakana*, and some *kanji*.
- After showing videos on Japanese and Canadian families, school structures, and work environments, invite students to compare life in Canada and Japan as represented in the videos. Support students in analysing the dialogues and information presented to determine male and female roles and social norms as portrayed. Students could represent some of these social behaviours in role plays in Japanese.
- Ask students to work with partners to research the characteristics of traditional Japanese customs and social behaviour and share the information with the class. Encourage students to discuss how factors such as gender and age affect social behaviour and how these, along with traditions, are important when communicating cross-culturally with native speakers of Japanese. Have students collect this information on a class chart headed: Customs and Social Behaviours—Communicating with the Japanese.

SUGGESTED ASSESSMENT STRATEGIES

As they participate in a variety of role plays, discussions, research, and representations, students have opportunities to demonstrate their awareness of Japanese culture and society, and their willingness to learn more about it and how it relates to other cultures, including their own.

- When students role-play social roles and situations, notice the extent to which they use:
 - appropriate terms of address
 - non-verbal cues
 - polite expressions
 - greetings, introductions, and leave-takings
 - conventions related to different social relationships (e.g., adult-child, teacher-student)
- When students identify cultural content in Japanese resources, look for evidence that they recognize:
 - images and contextual features
 - unique features
 - roles and societal positions
- When students analyse and present information from videos about male and female roles and social norms in Japanese school structures or businesses, note to what extent they are able to:
 - describe or represent key features related to roles and social norms
 - identify some of the more subtle or complex features of men's and women's behaviour in the videos
 - identify similarities between Japanese and Canadian social norms as portrayed in the videos they view
 - show some insight and critical analysis in their presentations
 - avoid overgeneralizing or stereotyping on the basis of one or two videos

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Body" Language
- Chopsticks! An Owner's Manual
- Eating in Japan
- Everyday Japanese
- Festivals of Japan
- Haiku
- In Japan
- Japanese - An Appetizer
- A Look Into Japan
- NTC's Basic Japanese



Video

- Annual Festivities and Ceremonies



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Kimono
- Moshi Moshi



CD-ROM

- Exotic Japan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- exchange information on familiar topics, using *hiragana*, *katakana*, and some *kanji* (see Appendix A) in familiar Japanese linguistic patterns
- exchange ideas and opinions using both semiformal (*masu/desu*) and informal/plain forms
- describe or narrate events, situations, or experiences with some supporting detail
- interact in a variety of communicative situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

Students need frequent opportunities to describe events they participate in or witness, such as shopping or sporting events. As they support one another, students are encouraged to take risks with the language. Communicating meaning and applying Japanese in practical, everyday situations remain the focuses of this organizer.

- Encourage students to describe their favourite sports or other activities, giving key information about them and explaining why they enjoy them. Have students use semiformal (*masu/desu*) and informal/plain forms. Ask other students to select two activities they have never tried and give reasons for wanting to try them.
- Throughout the year, organize students to develop questionnaires and survey their classmates about various topics of interest (e.g., music, sports celebrities, part-time jobs, fitness, smoking). Divide the class in half and have each group conduct an internal survey. Groups then compare results, summarize their findings, and present them to the class.
- Hold brief weekly discussions about what students do on weekends, including days, times, places, and people involved. Assist students in creating role plays about making arrangements with friends for the following weekend.
- Have students role-play various authentic situations such as:
 - making an appointment with a doctor to discuss a medical problem
 - visiting a travel agent to plan a trip to Japan, including consideration of budget, transportation, dates, hotels, and any special requirements
- Provide students with a simple *kanji* text for reading practice. Then ask them to use familiar *kanji* to read parts of more complex texts that contain unfamiliar *kanji*. Challenge students to try to infer the meaning of the new *kanji*.

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment increasingly focusses on how effectively students are able to apply the patterns and vocabulary they have learned to exchange ideas, opinions, and information. Peer assessment can be an important part of students' oral practice. Written assignments also support their development.

- When students are interviewing each other or role-playing with partners, arrange for each pair to be observed by at least two other students, who look for evidence that:
 - the interaction takes place in Japanese
 - students convey appropriate, relevant information
 - students use a variety of strategies to negotiate meaning and sustain the interaction (e.g., rehearsing, questioning, repeating key words and phrases)
- When students describe events or experiences, look for evidence that they are able to:
 - describe or narrate a sequence of events
 - make the order and relationship among events clear
 - include relevant details
 - speak clearly
 - use appropriate vocabulary and a variety of linguistic patterns
- Assess students' journals and written reports for evidence that they are able to:
 - use *hiragana* and *katakana* to present clear and appropriate messages
 - include some *kanji*, vertically and horizontally, as appropriate
 - include an increasing amount of detail
 - use appropriate vocabulary and a variety of linguistic patterns
 - use the appropriate language style (e.g., semiformal or informal/plain)
 - organize information and time sequences clearly
 - avoid serious errors that obscure meaning
- Encourage students to record and monitor two or three short-term goals each in their journals or notebooks. They might review and write about their progress in Japanese.

RECOMMENDED LEARNING RESOURCES



Print Materials

- 250 Essential Kanji for Everyday Use
- 501 Japanese Verbs
- Active Japanese 5 and 6
- Easy Katakana
- A Guide to Reading and Writing Japanese (Revised Edition)
- In Japan
- Japanese for Everyone
- Kanji and Kana
- Mangajin's Basic Japanese Through Comics
- Nihongo: First Lessons in Kanji
- Nihongo Notes 1
- NTC's Basic Japanese



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Kimono
- Moshi Moshi



Software

- KanjiWord
- Kcom2
- Power Japanese



CD-ROM

- Dynamic Japanese
- Exotic Japan
- Multimedia Kanji Learning System

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- use relevant information from a variety of age-appropriate Japanese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and in writing using *hiragana*, *katakana*, and some *kanji* (see Appendix A)

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, many students are able to research specific topics and apply their growing Japanese language skills to use the information they collect for a purpose. Resources and tasks should be interesting and relevant to students of this age group. This will encourage them to interact in Japanese with greater confidence.

- Invite students to examine the entertainment pages in Japanese newspapers and decide which films, concerts, or theatre productions they would like to attend, determining times and locations. Have them work with partners to exchange this information, then describe to the class their plans for attending the events.
- Suggest that students study the help-wanted sections of Japanese or local newspapers to identify available employment opportunities requiring a knowledge of Japanese. Ask each student to select a job and apply for it by composing a simple résumé on paper or using a computer. Students then create their own help-wanted advertisements for summer jobs.
- Have students use a variety of resources to obtain information on healthy lifestyles. Ask them to use this information to set personal lifestyle goals and monitor their progress on a weekly basis, making regular entries in journals. Invite students to present their plans to the class at the end of each month, including summaries of their results in written, visual, or graphic form. Challenge them to create their own flyers outlining the benefits of a healthy lifestyle.

SUGGESTED ASSESSMENT STRATEGIES

Students need a variety of opportunities to practise and apply their language skills in order to acquire and use information. Assessment may focus on both the skills and strategies they have developed and the degree of success they demonstrate in assigned tasks. Discussions about assessment criteria for various activities can help focus students' learning and enhance their performances.

- When students make plans for attending films, concerts, or theatre productions, look for evidence that they can find the information they need and use vocabulary associated with time and location.
- Work with students to develop criteria for their résumés and profiles such as:
 - provides clear and accurate information
 - offers information that is relevant to the selected job advertisement
 - uses appropriate expressions and patterns
 - uses *hiragana*, *katakana*, and some *kanji* with accuracy
 - follows appropriate forms and conventions
- Ask students to present summaries of a simplified Japanese article. Look for evidence that they are able to:
 - identify key information about the topic
 - explain what they have learned clearly and in their own words
 - include an increasing amount of supporting detail
- Have students work in pairs to develop challenges that test their classmates' abilities to use Japanese resources (e.g., advertisements, dictionaries, menus). Look for evidence that they are able to:
 - devise appropriate questions or tasks
 - locate information in response to challenges from others
 - recognize patterns in text features and organization
 - persist in looking for answers, even when they do not understand most of the information
 - make inferences based on familiar words and patterns

RECOMMENDED LEARNING RESOURCES



Print Materials

- Active Japanese 5 and 6
- Basic Japanese-English Dictionary
- Collins Shubun English Japanese Dictionary (New - First Edition)
- Everyday Japanese
- Japan: An International Travel Map
- Japanese - An Appetizer
- Japanese for Everyone
- Kenkyusha's Furigana English-Japanese Dictionary
- Kodansha's Compact Kanji Guide
- Mangajin's Basic Japanese Through Comics
- Martin's Concise Japanese Dictionary
- Merriam Webster's Japanese-English Learner's Dictionary
- Nihongo Notes 1
- NTC's Basic Japanese



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Kimono
- Moshi Moshi



CD-ROM

- Exotic Japan
- Multimedia Kanji Learning System

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students will be able to experience a range of creative works. Student interest in activities increases when they can make personal choices and are encouraged to respond creatively, using a variety of forms. When reading written works, students require considerable teacher support in order to appreciate, enjoy, and respond to them.

- After showing the class photographs, slides, or video clips of famous Japanese landmarks, invite each student to create a “guided tour” of the landmarks, highlighting points of interest and describing the artistic significance of the landmarks.
- Present several pieces of Japanese art for discussion and ask the class to consider their appeal and style and the feelings they evoke. Have students find reproductions of or create Japanese-style paintings and describe their reactions in presentations to the class.
- Read a Japanese folk tale, fairy tale, or modern story, but do not provide the ending. Challenge students to write or role-play possible endings.
- Have students view and listen to a selection of Japanese music videos. In small groups, students select songs and practise them for presentation at a class Karaoke Day.
- Show students a selection of Japanese television commercials and ask them to use viewing grids to record the names of the products, the intended audiences, and why they might buy the products. Students then create their own commercials, using appropriate expressions from the videos.

SUGGESTED ASSESSMENT STRATEGIES

As students develop an increasing knowledge of Japanese vocabulary, patterns, and written forms, they are able to respond orally and in writing as well as in visual representations. Assessment can focus on students' awareness of and engagement with both contemporary and traditional Japanese works.

- Work with students to develop criteria for their presentations on Japanese art. The criteria could be listed on a checklist or rating scale (e.g., 3—strong; 2—satisfactory; 1—weak). For example, students could rate the extent to which presenters:
 - clearly identify the style and key features of the images
 - describe their feelings and responses with reasons or supporting details
 - respond appropriately to questions and comments from others
 - correctly use key vocabulary related to the works
- When students create endings for a folk tale, fairy tale, or modern story, look for evidence that they:
 - follow the conventions of the original form
 - feature characters and themes from the original story
 - try to engage others by using interesting detail or creating innovative endings
- When students present their work with music videos at a class Karaoke Day, ask each group to prepare a discussion about the music and develop a peer-feedback (or audience-response) sheet. Have each group collect and summarize the response sheets after its presentation to identify:
 - two strengths in the group's work
 - an unusual or innovative feature
 - a goal for improvement

RECOMMENDED LEARNING RESOURCES



Print Materials

- Haiku
- Mangajin's Basic Japanese Through Comics



Multimedia

- Moshi Moshi



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- employ various culturally specific Japanese manners and gestures
- identify the characteristics of gender, age, relationships, situations, and occupations that affect the use of language in Japanese
- analyse similarities and differences between Japanese culture and their own cultures

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students' knowledge of Japanese increases, as do their abilities to make observations about their own cultures. Their knowledge of Japanese culture and its effects on language use begins to enhance their abilities to communicate using gender- and culturally appropriate expressions.

- Lead a discussion on the nature of gender, age, and *senpai-kouhai* relationships in Japanese schools, companies, and communities. Have students brainstorm and demonstrate how these factors affect the use of language. Invite students to practise role-playing *senpai-kouhai* relationships in Japanese schools, companies, and communities.
- Have students view pictures and photographs of neighbourhoods in Japan and compare them to their own neighbourhoods. In small groups, students outline the similarities and present this information to the class using visual support.
- Challenge students to use Japanese television guides to identify key information about programs in Japan and how they differ from or parallel programs on Canadian television. Then have students categorize the programs by type (e.g., drama, comedy, documentary) and develop graphs showing which type of program is enjoyed most in both countries.
- Form small groups and invite each group to create and present a role play about a Canadian exchange student arriving in Japan, or a Japanese student arriving in Canada, and having to deal with real-life situations.
- After students have viewed a video or listened to an audiotape of native Japanese speakers communicating in real-life situations, ask them to create versions of the same communications, in each case changing one factor (e.g., age, gender, occupation). Have students discuss how each change affects the use of language.
- Ask students to study different aspects of Japanese religion and how they influence lifestyles and customs (e.g., with regard to births, marriages, deaths, visitations to temples and shrines).

SUGGESTED ASSESSMENT STRATEGIES

Most of the learning outcomes at this level focus on analysis and application of knowledge about Japanese conventions, language, and culture. Students demonstrate their knowledge as they engage in a variety of communication activities including role plays, discussions, presentations, and written assignments.

- As students participate in classroom activities such as role plays of *senpai-kouhai* relationships, look for evidence of:
 - accurate interpretations and references to Japanese language and culture
 - appropriate use of Japanese manners and gestures
 - sensitivity to factors that affect language
 - openness to cultural diversity
 - awareness of features that are similar across cultures
- When students compare their neighbourhoods with those pictured in Japanese photographs, look for evidence that they are:
 - able to identify a wide variety of specific features
 - relying on valid information rather than stereotyping
 - objective in drawing comparisons
 - able to identify some of the more subtle similarities as well as concrete, obvious features
 - tentative in arriving at generalizations or conclusions
- When students create role plays about exchange students being introduced to new situations, look for evidence that they are able to:
 - draw on relevant concepts and vocabulary they have learned
 - use appropriate Japanese language, manners, and gestures
 - show empathy for individuals who are in unfamiliar situations
 - avoid stereotyping

RECOMMENDED LEARNING RESOURCES



Print Materials

- “Body” Language
- Eating in Japan
- Everyday Japanese
- Festivals of Japan
- Haiku
- In Japan
- Japanese - An Appetizer
- Japanese for Everyone
- Japanese Society Today
- Mangajin’s Basic Japanese Through Comics
- Nihongo Notes 1
- NTC’s Basic Japanese



Video

- Annual Festivities and Ceremonies
- Working Women



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Kimono
- Moshi Moshi



CD-ROM

- Exotic Japan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- exchange detailed information on familiar topics and interests using specified *kanji* (see Appendix A)
- express plans, goals, and intentions
- give information and reasons to support points of view on various topics
- interact in a range of social and learning contexts

SUGGESTED INSTRUCTIONAL STRATEGIES

Students engage in increasingly complex and spontaneous oral interactions based on common situations. Communication and risk taking continue to be more important than accuracy in most situations. Students write longer and more complex compositions using acquired sentence patterns and *kanji*.

- Ask students to bring to class pictures of gifts they would like and to display them. Have them describe on index cards the gifts' sizes, shapes, and colours, and the occasions for which they are intended. Collect, shuffle, and redistribute the cards. Ask students to identify the correct pictures based on the information on the index cards. Students use the pattern: _____ *o moraimashita*. The creators of the cards then announce: _____ *san ni* _____ *o agemashita*.
- Provide students in pairs with sets of pictures of Japanese city scenes and ask them to infer what is happening in each, using the pattern: _____ *to omoimasu*.
- Have students relate events they have heard about, using the pattern: _____ *to kiku*.
- Have students brainstorm current issues or events that interest them. Encourage them to participate in discussions or informal debates on some of these issues, giving reasons and information to support their points of view.
- Suggest that students interview one another about their families and prepare page-long summaries using *kanji*. Summaries could include family members' occupations, interests, skills, special qualities, and roles. Ask students to collate the pages to form a class book to be exchanged with another Japanese class. Assign students to write letters introducing the book, using the proper Japanese letter format.
- Invite students in pairs to role-play situations involving an exchange of information (e.g., a tourist getting lost and asking for directions, a student arriving at the home of a host family).

SUGGESTED ASSESSMENT STRATEGIES

In Grade 12, students are expected to demonstrate their communication strategies and their facility with Japanese in an increasing variety of situations. Meaning continues to be the most important feature of their written and oral communication; however, assessment should also provide feedback about errors (especially in sentence patterns and *kanji*) that detract from the effectiveness of the communications.

- When students present information to the class, consider the extent to which they are able to:
 - speak from notes rather than prepared texts
 - make information comprehensible
 - summarize key points and include relevant details
 - use appropriate vocabulary and structures
 - organize information and time sequences clearly (e.g., use transitions and appropriate verb forms)
 - avoid serious errors in tense and structure that obscure meaning
- To assess students' participation and effectiveness in classroom discussions, look for evidence of the extent to which they:
 - take positions and make their views clear
 - give reasons to support their views
 - listen actively and attempt to respond or build on others' ideas
 - participate in the discussions with some degree of spontaneity and engagement
- When students write letters, focus on:
 - clarity and appropriateness of the messages
 - amount and relevance of the detail they include
 - use of appropriate Japanese, ritualized expressions of greetings, thanks, closings, and idiomatic expressions
 - variety of linguistic patterns and appropriateness of vocabulary
 - clear organization of information and time sequences
 - accuracy of word choice, word order, tense, and structure

RECOMMENDED LEARNING RESOURCES



Print Materials

- 250 Essential Kanji for Everyday Use
- 501 Japanese Verbs
- Active Japanese 5 and 6
- A Dictionary of Basic Japanese Grammar
- Easy Katakana
- Effective Japanese Usage Guide
- Everyday Japanese
- A Guide to Reading and Writing Japanese (Revised Edition)
- A Homestay in Japan
- In Japan
- Japanese for Everyone
- Kanji and Kana
- Mangajin's Basic Japanese Through Comics
- Nihongo: First Lessons in Kanji
- Nihongo Notes 1
- Yookoso!



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Moshi Moshi
- Pera Pera



Software

- KanjiWord
- Kcom2
- Power Japanese



CD-ROM

- Dynamic Japanese
- Exotic Japan
- Multimedia Kanji Learning System

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- research, analyse, and synthesize relevant information from several Japanese-language sources to complete authentic tasks
- convey acquired information in oral, visual, and written forms

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students are expected to engage in meaningful tasks using a wide range of resources to acquire the information they need for oral and written activities.

- Have students, using authentic texts, examine known *kanji* radicals to determine the meaning of unknown *kanji*. Ask students to use radicals and familiar *kanji* to read and understand unfamiliar ones.
- Invite students, working in pairs, to challenge one another to “beat the clock.” One partner presents an unknown *kanji* and keeps track of the time it takes the other partner to find the correct meaning in a *kanji* dictionary. Partners then discuss possible strategies for improving their efficiency in using *kanji* dictionaries. Students share this information with classmates, and list the strategies on a class chart displayed in the room.
- Have students read simple newspaper headlines and view newscasts to gain some understanding of various current events. Then ask them to create their own brief newscasts of school events for public address announcements.
- Suggest that students research community or business organizations that offer services in Japanese. Have them each select the most interesting organization and write a short letter requesting information about the services offered. Students then present their information to the class.

SUGGESTED ASSESSMENT STRATEGIES

Students are now able to use a wide range of resources to acquire the information they need for oral, visual, or written activities. While some of these resources will be available in the classroom, students should also be encouraged to locate and use Japanese-language resources in their community and elsewhere (e.g., using the Internet, writing to agencies, or interviewing resource people). Assessment focusses increasingly on the facility with which students use and share detailed information and resources.

- When students present reports based on information from authentic materials, look for evidence of:
 - relevant, accurate, clear, and well-organized information
 - appropriate visual aids and displays
- To assess students' understanding of the use of comparatives and superlatives, look for evidence that they are able to:
 - distinguish between the comparative and superlative forms
 - use *yorī* or *no hou ga* in the correct contexts
 - use *ichiban* in the correct contexts
 - use the correct question format when asking about comparison or contrast
- Prompt students to reflect on and assess the skills and strategies they use for acquiring and using information by having them compile personal records of:
 - strategies they find effective
 - tasks they are comfortable with
 - skills and strategies they want to improve

Have students regularly review and update their records with partners.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Active Japanese 5 and 6
- Basic Japanese-English Dictionary
- Collins Shubun English Japanese Dictionary (New - First Edition)
- Everyday Japanese
- A Homestay in Japan
- Japan: An International Travel Map
- Japanese - An Appetizer
- Japanese for Everyone
- Kenkyusha's Furigana English-Japanese Dictionary
- Kodansha's Compact Kanji Guide
- Mangajin's Basic Japanese Through Comics
- Martin's Concise Japanese Dictionary
- Nihongo Notes 1
- Yookoso!



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Moshi Moshi
- Pera Pera



CD-ROM

- Exotic Japan
- Multimedia Kanji Learning System

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are encouraged to respond in groups and individually to a range of creative formats. Though communication is central, students' experiences with Japanese creative works should also be pleasurable. At this level, students are able to read simple works of literature but require teacher support to appreciate and enjoy them fully.

- Assist students to read a Japanese short story by providing focus questions, background information, and vocabulary. Once they are familiar with the story, ask them to role-play various scenes. Have them identify themes that are also common in Canadian short stories. Students might create costumes and props to add interest to their role plays.
- After students have listened to various Japanese songs throughout the year, ask them each to select a traditional Japanese song. Then have them create storyboards for music videos, which they could film and present to the class.
- Show students a Japanese drama on video without the sound. Ask students in groups to take turns taping narrations of the story. Have the class listen to the groups' interpretations before hearing the original soundtrack.
- Have students review creative works by people of Japanese origin in British Columbia. Ask each student to select a favourite work and write a brief report explaining what was enjoyable about it. Invite students to create portfolios of magazine pictures, short articles, or their own interpretations of their chosen artists' work. The portfolios could be arranged in a class display.

SUGGESTED ASSESSMENT STRATEGIES

By Grade 12, students’ oral and written skills should enable them to respond to creative works in varied ways, using increasing detail. Through oral interaction as well as journal entries, résumés, and short written texts, students demonstrate increasing levels of sophistication in their responses. Students are more likely to respond when they can make choices about what they view, listen to, and read, and about the content and format of their responses.

- When students present role plays of short stories, criteria might include:
 - conveys the appropriate meaning and mood
 - shows evidence of practice and rehearsal
 - attempts to engage the audience
- Before students prepare reports on favourite works by people of Japanese origin, discuss assessment criteria. For example, to what extent do students:
 - describe characteristic themes, techniques, or other key features
 - offer their views and responses to the work
 - include details and examples to support their views
 - show openness and sensitivity to creative works
 - make connections to their own experiences or to other works
- Occasionally, have students review their responses to creative works by answering questions such as:
 - Which of the creative works you’ve viewed, listened to, or read this term stands out in your mind?
 - Which part of the activity was most interesting—viewing, reading, listening, or creating your response?
 - How did your view or understanding of the original work change as you worked on your project? What difference might a different project have made?
 - How are your responses to works in English similar to your responses to works in Japanese? How are they different?

RECOMMENDED LEARNING RESOURCES



Print Materials

- Haiku
- Mangajin’s Basic Japanese Through Comics



Multimedia

- Moshi Moshi
- Pera Pera



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate effective and culturally appropriate manners and behaviours in a variety of social and business settings
- adapt language to suit cultural context
- analyse cultural elements represented in a variety of Japanese-language resources

SUGGESTED INSTRUCTIONAL STRATEGIES

In Grade 12, the learning outcomes emphasize awareness of and sensitivity to cultures different from the students' own. Students reveal their cultural understanding through daily activities and interactions with their classmates, as well as in their completed assignments. Students are expected to gain more insight into Japanese culture and society through analyses of characteristics such as *uchi*, *soto*, and *tateshakai* (vertical relationships).

- Have students view a video about dining customs in Japan. Assist them in organizing an excursion to a Japanese restaurant. Before the outing, conduct role plays in which students order meals, discuss strategies for coping in Japanese (including conversation topics), and review appropriate dining customs and manners.
- Arrange to have a local expert on Japanese culture demonstrate for the class the importance of presentation in gift giving in Japan. Have students introduce, welcome, and thank the visitor in Japanese. After the visit, encourage students to write and mail letters of appreciation to the guest.
- Ask students to role-play common problems encountered by both Japanese and Canadian exchange students, incorporating the ideas of *uchi* and *soto* (e.g., improper terms of address). Have other students identify the problems being demonstrated and replay the situations differently, offering solutions to the problems.
- Invite each student to research then role-play common events in the life of a Japanese woman or man. As a class, discuss how factors such as gender, age, occupation, and geographic location affect the daily lives of the characters students chose to play.

SUGGESTED ASSESSMENT STRATEGIES

At this level, the complexity of students' ideas will far exceed their abilities to express themselves in Japanese. To elicit evidence of high-level thinking, provide opportunities for students to communicate using symbols, graphics, or diagrams as well as Japanese. Assessment should focus on students' sensitivity, interpretations, and analyses of cultural elements and contexts.

- As students talk about their own and other cultures and respond to cultural elements in Japanese, observe and note the extent to which they:
 - ask questions about other cultures and their own
 - comment positively on elements of other cultures
 - notice elements of culture in the materials they read and view
 - show respect and support for diversity
 - comment positively on elements of Japanese culture
 - are open to their classmates' opinions or work
- Encourage students to record and self-assess their behaviour in authentic and simulated cultural situations (e.g., visit to a restaurant, introducing and interacting with a guest, role-playing common problems). Provide an outline such as the following:
 - The most important cultural considerations in this situation were _____.
 - I showed that I knew the appropriate language and behaviour when I _____.
 - I was surprised when _____.
 - If I had a chance to do the same thing again, I would change _____.
- When students analyse Japanese-language materials, consider the extent to which they are able to:
 - identify stylistic features that are unique to Japanese culture
 - identify content that reflects Japanese culture
 - identify similarities between the Japanese materials and those from other cultures
 - describe differences between the materials and those from other cultures
 - show interest in and respect for cultural aspects of Japanese

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Body" Language
- Eating in Japan
- Everyday Japanese
- Haiku
- A Homestay in Japan
- In Japan
- Japanese - An Appetizer
- Japanese for Everyone
- Japanese Society Today
- Mangajin's Basic Japanese Through Comics
- Nihongo Notes 1
- Yookoso!



Video

- Annual Festivities and Ceremonies
- Working Women



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Moshi Moshi
- Pera Pera



CD-ROM

- Exotic Japan



CURRICULUM

Introductory Japanese 11

Introductory Japanese 11 is a provincially prescribed curriculum that serves as a prerequisite for Japanese 11 for students who may not have taken Japanese 5 to 10. The successful completion of Introductory Japanese 11 should provide students with a level of competence that will allow them to participate successfully in Japanese 11 and Japanese 12 courses. Introductory Japanese 11 is a four-credit Grade 11 course. However, to alleviate scheduling pressure on students during their final two years, it can be offered at the Grade 10 level.

Introductory Japanese 11 incorporates material from the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources identified

for grades 5 to 10. This reflects the fact that Introductory Japanese 11 is designed to provide students with an equivalent preparation for Japanese 11 and Japanese 12 courses. A major consideration, therefore, is to relate the emerging language skills of students who are new to the study of Japanese to their actual ages, real-life experiences, and prior knowledge.

In addition to the activities suggested in this section of the Integrated Resource Package, teachers can adapt other instructional and assessment activities suggested for earlier grade levels, taking into account the interests of senior secondary students.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- introduce themselves and family members using appropriate relationship terms
- describe events and experiences in logical progression
- communicate needs, desires, and emotions appropriately
- exchange information orally and in writing using *hiragana* and *katakana*
- participate in classroom activities using progressively more complex Japanese
- participate in a variety of familiar situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

Introductory Japanese 11 is designed as an accelerated introduction to Japanese. Students develop a range of Japanese language-learning skills and strategies to assist them in comprehension, expression, and task accomplishment. Emphasis is on practical, everyday uses of language that allow students to describe and discuss simple events occurring in the classroom.

- Help students create their own name tags, first in *romaji* and then, as they progress, in *hiragana* and *katakana*. Distribute the tags randomly to other students. Ask the recipients to find the owners of the name tags, greet them, and introduce them to the class appropriately.
- Invite students to view a demonstration of *kana* writing. Have them practise stroke order.
- Have each student construct a real or an imaginary family tree representing three or four generations. Ask students to add captions showing the relationships among family members and to present their family trees to the class. Have each student write a description of a classmate's family.
- Read a story to the class, then suggest that students work in small groups to arrange story pictures in the correct sequence. Students could illustrate the storyline by creating a mural, which they could then use to retell the story to the class.
- Provide opportunities for students to follow routine classroom directions and instructions in Japanese. Use gestures to clarify meaning.
- Ask each student to create a monthly calendar indicating where and when various activities will take place. Then have students work with partners to ask questions about one another's calendars and summarize their partners' activities either orally or in writing. As an extension activity, have students survey the whole class about their plans for the month.

SUGGESTED ASSESSMENT STRATEGIES

Students initially may feel awkward communicating in a new language. Assessment and feedback should acknowledge that errors are a natural and predictable part of language development that provide valuable information to both the learner and the teacher. Students should work toward accuracy knowing that they will be supported when they take risks to use newly acquired language.

- As students interact with one another, provide a list of criteria for self- and peer assessment, such as:
 - pronounces most words understandably
 - continues interaction for at least two or three exchanges
 - uses learned patterns to convey new information
 - is beginning to show some fluency and spontaneity in interaction
 - demonstrates approximate accuracy in intonation, rhythm, and pronunciation
 - demonstrates active listening, focussing on key information
 - uses strategies to repair communication breakdowns (e.g., repeats words more slowly, uses body language)
- Have students demonstrate their abilities to use Japanese in role plays in which they assume a variety of social roles to illustrate terms of address, non-verbal cues, polite expressions, greetings, and leave-takings. Provide a list of key features or criteria for student self- and peer assessment. For example, to what extent do students use appropriate:
 - phrases and sentences for greetings, terms of address, and leave-takings for particular social roles
 - intonation, rhythm, and pronunciation
 - pronunciation patterns within basic sentences
 - vocabulary in familiar phrases and patterns
 - non-verbal cues according to role
- When students construct monthly calendars, note the extent to which they are able to write:
 - names of activities
 - numbers
 - days of the week and months of the year
 - times and places

Look for evidence that they are able to apply learned vocabulary and patterns to describe their own or their partners' activities.

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 Japanese Verbs
- Active Japanese 5 and 6
- "Body" Language
- A Dictionary of Basic Japanese Grammar
- Easy Katakana
- Everyday Japanese
- A Guide to Learning Hiragana and Katakana
- In Japan
- Kanji and Kana
- Let's Play Games In Japanese
- Mangajin's Basic Japanese Through Comics
- Nihongo No Kiso: Japanese Kana Workbook
- NTC's Basic Japanese



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Moshi Moshi



Software

- KanjiWord
- Kcom2
- Power Japanese



CD-ROM

- Dynamic Japanese
- Exotic Japan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- locate, process, and adapt information from age-appropriate Japanese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and in writing using *hiragana* and *katakana*

SUGGESTED INSTRUCTIONAL STRATEGIES

Students use some strategies that enable them to identify key information in authentic documents. The tasks they perform should integrate all aspects of their language learning and relate directly to their lives.

- Provide students with examples of completed Japanese forms (e.g., *shinkansen* forms, visa application or extension forms, bank account applications), accessible from the Internet or other sources. Ask students to infer what information is being requested. Then have each student complete authentic blank Japanese forms.
- Invite a guest or a student who is fluent in Japanese to demonstrate assembling a traditional Japanese table setting. Then provide students in groups with task sheets that list the steps in incorrect order. Have students renumber the steps in the correct order and match pictures of the items with their names in Japanese. Students could then create collages of pictures related to the demonstration and present them with commentaries to the class.
- Provide students with Japanese youth magazines and have them select articles or sections that interest them. Ask students to highlight familiar words and phrases and predict the meaning of the texts. After they have verified the key information, using dictionaries if needed, students exchange articles along with three related questions. The questions are to be answered by their classmates.
- Show students a selection of age-appropriate reference materials (e.g., newspaper and magazine articles and Internet addresses). Have them select topics from these and create visual displays based on what they have learned. The displays could include some simple labels in Japanese.

SUGGESTED ASSESSMENT STRATEGIES

Students in an introductory course require extensive practice and feedback in order to develop the basic information-acquisition skills they need. Assessment considers the strategies students use to acquire information and the forms (including basic *hiragana* and *katakana*) in which they demonstrate what they have learned.

- When students write questions based on articles or fill in Japanese forms, assess their abilities to use acquired information to complete authentic tasks. Criteria for assessment might focus on the extent to which:
 - the material is effectively organized and the message is clear
 - Japanese script for common learned words is included
 - information is complete and relevant
 - language is appropriate (e.g., sequencing of words, grammar, past tense)
 - the appropriate form is used for each purpose
- To assess short written assignments, look for evidence that students are able to:
 - use correct word order, putting the verb last
 - use particles accurately
 - write sentences following the patterns modelled
 - follow structural patterns to organize sentences into simple stories
- Have students keep up-to-date notebooks in which they set personal goals for acquiring or extending specific language skills. Encourage them to chart their progress regularly, making comparisons to previous performance and their set targets. The notebooks could document effective strategies students have used and provide opportunities for self-assessment.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Active Japanese 5 and 6
- Collins Shubun English Japanese Dictionary (New - First Edition)
- Everyday Japanese
- Japan: An International Travel Map
- Japanese - An Appetizer
- Mangajin's Basic Japanese Through Comics
- Martin's Concise Japanese Dictionary
- Merriam Webster's Japanese-English Learner's Dictionary
- NTC's Basic Japanese



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Moshi Moshi



CD-ROM

- Exotic Japan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and to some extent read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are encouraged to bring in examples of creative work from outside the class. When students are given opportunities to make personal choices and respond creatively in a variety of ways, their involvement in activities increases. For reading activities, students will require considerable teacher support in order to appreciate, enjoy, and respond in personal ways.

- Provide adequate visual and contextual support as students listen to simple Japanese *haiku* poems. Then have them compose their own *haiku* in English or in simple Japanese.
- Show students a video on a Japanese art form (e.g., *raku*, *bonsai*, *kabuki*) and, if possible, invite a local expert to demonstrate or speak to the class about the art. Invite students to create publicity posters promoting that art form.
- Have students listen to a Japanese story and, in groups, practise acting or miming it. Assist students in presenting the story as Readers' Theatre.
- Ask students in groups to listen to and read simple, traditional Japanese songs written in *kana*. Have them learn the words to a song and sing it as part of a school or class concert.
- Provide students with various Japanese greeting cards for different celebrations. Ask them to identify common Japanese expressions and use them to create their own cards for classmates or pen pals. Encourage students to incorporate the art of *origami*.
- Display a selection of Japanese *manga*. Invite students to create their own *manga* using learned vocabulary. Discuss elements of the *manga* form, including styles of visual representation, storylines, stereotypes, and gender roles.

SUGGESTED ASSESSMENT STRATEGIES

Students' choices of, responses to, and presentations of creative works show their developing awareness and appreciation of how people creatively express themselves. As they develop greater language facility, the range of response activities they can engage in increases.

- As students work with a variety of Japanese creative works, watch for evidence that they are increasing in:
 - openness and sensitivity to the role of Japanese arts and literature
 - knowledge of Japanese artistic and literary traditions and genres
 - interest in contemporary arts
 - willingness to offer opinions and views
 - participation in and commitment to class or group activities
- When students create *haiku*, look for evidence that they:
 - use the correct number of syllables per line
 - provide themes that contain elements of nature, seasons, or similar Japanese themes
 - use imagery that captures mood and feeling
 - are willing to take risks to use new vocabulary, structures, or formats
 - are interested in the *haiku* presented by other students
- Present a Japanese television show or movie and invite students to create titles for it. Provide feedback on the extent to which:
 - the titles reflect the theme or message of the movie
 - some key details and unique characteristics of the movie are included
 - the work shows engagement in the movie (e.g., goes beyond minimum requirements; attempts to add something interesting or unusual)
- Occasionally, have students reflect on their responses to creative works by responding to prompts such as:
 - A Japanese poem, story, or song that stands out in my mind is _____, because _____.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Haiku
- Mangajin's Basic Japanese Through Comics



Multimedia

- Moshi Moshi



Audio Cassette

- Rapanese 1, 2, 3

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate knowledge of basic concepts and terms that characterize Japanese culture and society
- compare Japanese culture with their own and other cultures
- demonstrate understanding of Japanese contributions to Canada
- discuss how cultural perceptions affect language and customs
- identify cultural content in Japanese-language resources

SUGGESTED INSTRUCTIONAL STRATEGIES

Students begin to internalize the meanings of words and phrases and to understand how language works and how culture determines how it is used. By comparing their own cultures to Japanese culture, students develop a better understanding of the Japanese people and their language.

- Challenge students to work in groups to find similarities and differences between Japanese and Canadian cultures by researching elements of Japanese life (e.g., homes, family structures, gender roles, school systems, methods of transportation, Japanese trade). Have students present their information to the class.
- Invite students in groups to role-play culturally significant situations such as:
 - various Japanese social roles (e.g., *senpai-kouhai* relationships), to become familiar with terms of address, non-verbal cues, polite expressions, greetings, introductions, and leave-takings
 - teacher-student situations involving asking for and giving or denying permission
 Role plays could be presented as video productions.
- Organize a field trip to a Japanese restaurant and have students gather information related to Japanese dining or cuisine. Invite students to compare Japanese seating arrangements, food presentation, and table settings with those of their own cultures. Ask students to select topics highlighting particular aspects of Japanese cuisine or eating habits and to prepare class displays or demonstrations.
- Ask students to create an invitation for a person of Japanese heritage to speak to the class about the contributions of Japanese culture and society to the community or to Canada. Assist students in developing questions they might ask the guest. Have a group of students introduce the guest to the class. During the talk, invite students to collect information for a visual display depicting what they have learned.

SUGGESTED ASSESSMENT STRATEGIES

As students interact with others and participate in activities that help them acquire information and knowledge, look for evidence that they increasingly recognize and appreciate the unique characteristics of Japanese culture and society. Assessment should prompt students to reflect on their understanding of the relationships between Japanese and other cultures.

- When students research and compare aspects of Japanese and Canadian cultures (e.g., homes, family structures, gender roles, school system), assess the extent to which they:
 - include complete and accurate lists of relevant features from each culture
 - accurately identify both similarities and differences
 - explain the importance of specific features of Japanese culture
 - use appropriate Japanese words and vocabulary to communicate specifics of Japanese culture
- When students role-play social roles and situations, notice the extent to which they use appropriate:
 - terms of address
 - non-verbal cues
 - polite expressions
 - greetings, introductions, and leave-takings
 - conventions related to different social relationships (e.g., adult-child, teacher-student)
- After students have researched Japanese culture in their own and other Canadian communities (and, if possible, listened to a guest speaker), ask them to respond to prompts such as:
 - I think the most important thing I learned was _____ .
 - I was surprised that _____ .
 - I would like to learn more about _____ .

RECOMMENDED LEARNING RESOURCES



Print Materials

- “Body” Language
- Eating in Japan
- Everyday Japanese
- Festivals of Japan
- Haiku
- In Japan
- Japanese - An Appetizer
- Japanese for Everyone
- Mangajin’s Basic Japanese Through Comics
- NTC’s Basic Japanese



Video

- Annual Festivities and Ceremonies



Multimedia

- 101 Japanese Idioms
- Japanese Language and People
- Moshi Moshi



CD-ROM

- Exotic Japan



APPENDICES

Japanese 5 to 12



APPENDIX A

Prescribed Learning Outcomes

APPENDIX A: PRESCRIBED LEARNING OUTCOMES

COMMUNICATING

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> ask and respond to simple questions use basic greetings communicate personal information orally with brief and simple messages respond to simple classroom instructions 	<ul style="list-style-type: none"> exchange information orally and in <i>romaji</i> with brief and simple messages ask and respond to simple questions make and respond to simple requests demonstrate awareness of the various Japanese writing systems respond to and participate in classroom routines 	<ul style="list-style-type: none"> ask and respond to simple questions using common sentence patterns (<i>desu</i>) respond to and give simple instructions express preferences and interests demonstrate a willingness to experiment with <i>hiragana</i> and <i>katakana</i> to communicate basic information participate in classroom activities 	<ul style="list-style-type: none"> ask and respond to a variety of questions exchange information orally express simple information related to daily life using a limited number of words in <i>hiragana</i> and <i>katakana</i> participate in familiar activities

COMMUNICATING

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • ask for and give simple information and assistance • initiate and maintain short conversations about personal interests • express basic information using <i>hiragana</i> and some <i>katakana</i> • participate in a variety of familiar situations drawn from real life 	<ul style="list-style-type: none"> • introduce themselves and family members using appropriate relationship terms • communicate needs, desires, and emotions appropriately • describe events and experiences in logical progression • exchange information orally and in writing using <i>hiragana</i> and <i>katakana</i> • participate in a variety of familiar situations drawn from real life 	<ul style="list-style-type: none"> • exchange information on familiar topics, using <i>hiragana</i>, <i>katakana</i>, and some <i>kanji</i> (see second section of this appendix) in familiar Japanese linguistic patterns • exchange ideas and opinions using both semiformal (<i>masu/desu</i>) and informal/plain forms • describe or narrate events, situations, or experiences with some supporting detail • interact in a variety of communicative situations drawn from real life 	<ul style="list-style-type: none"> • exchange detailed information on familiar topics and interests using specified <i>kanji</i> (see second section of this appendix) • express plans, goals, and intentions • give information and reasons to support points of view on various topics • interact in a range of social and learning contexts

APPENDIX A: PRESCRIBED LEARNING OUTCOMES

ACQUIRING INFORMATION

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> locate information from age-appropriate Japanese-language resources to complete authentic tasks convey acquired information in oral and visual forms, and to some extent in writing using some words and short phrases in <i>romaji</i> 	<ul style="list-style-type: none"> locate information from age-appropriate Japanese-language resources to complete authentic tasks convey acquired information in oral and visual forms, and to some extent in writing using some words and short phrases in <i>romaji</i> 	<ul style="list-style-type: none"> locate and to some extent use specific information from age-appropriate Japanese-language resources to complete authentic tasks convey acquired information in oral and visual forms, and to some extent in writing using some words and short phrases in <i>romaji</i> and some words in <i>hiragana</i> and <i>katakana</i> 	<ul style="list-style-type: none"> locate and to some extent use specific information from age-appropriate Japanese-language resources to complete authentic tasks convey acquired information in oral and visual forms, and in writing using <i>hiragana</i> and some <i>katakana</i> identify <i>hiragana</i> and <i>katakana</i> language items when encountered in Japanese resources

ACQUIRING INFORMATION

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • locate and process information from age-appropriate Japanese-language resources to complete authentic tasks • convey acquired information in oral and visual forms, and in writing using <i>hiragana</i> and some <i>katakana</i> • record <i>hiragana</i> and <i>katakana</i> language items in logical categories 	<ul style="list-style-type: none"> • process information from age-appropriate Japanese-language resources to complete authentic tasks • convey acquired information in oral and visual forms, and in writing using <i>hiragana</i> and <i>katakana</i> 	<ul style="list-style-type: none"> • use relevant information from a variety of age-appropriate Japanese-language resources to complete authentic tasks • convey acquired information in oral and visual forms, and in writing using <i>hiragana</i>, <i>katakana</i>, and some <i>kanji</i> (see second section of this appendix) 	<ul style="list-style-type: none"> • research, analyse, and synthesize relevant information from several Japanese-language sources to complete authentic tasks • convey acquired information in oral, visual, and written forms

APPENDIX A: PRESCRIBED LEARNING OUTCOMES

EXPERIENCING CREATIVE WORKS

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none">view and listen to creative works with visual and contextual support, and respond to them in various ways	<ul style="list-style-type: none">view and listen to creative works with visual and contextual support, and respond to them in various ways	<ul style="list-style-type: none">view and listen to creative works with visual and contextual support, and respond to them in various ways	<ul style="list-style-type: none">view, listen to, and to some extent read creative works with visual and contextual support, and respond to them in various ways

EXPERIENCING CREATIVE WORKS

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> view, listen to, and read creative works, and respond to them in various ways 	<ul style="list-style-type: none"> view, listen to, and read creative works, and respond to them in various ways 	<ul style="list-style-type: none"> view, listen to, and read creative works, and respond to them in various ways 	<ul style="list-style-type: none"> view, listen to, and read creative works, and respond to them in various ways

APPENDIX A: PRESCRIBED LEARNING OUTCOMES

UNDERSTANDING CULTURE AND SOCIETY

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • identify elements of their own and their classmates' cultural backgrounds • identify key vocabulary related to some characteristics of Japanese culture and society • identify and demonstrate an understanding of some cultural elements of Japan 	<ul style="list-style-type: none"> • identify some characteristics of Japanese culture and society • compare some cultural elements of Japan to those of their own cultural backgrounds 	<ul style="list-style-type: none"> • demonstrate an understanding of the basic characteristics of Japanese daily life • demonstrate an understanding of similarities between Japanese culture and their own cultures 	<ul style="list-style-type: none"> • demonstrate awareness of characteristics relating to Japanese customs and traditions • compare Japanese culture with their own cultures • demonstrate an understanding of Japanese cultural contributions to Canada

UNDERSTANDING CULTURE AND SOCIETY

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • demonstrate knowledge of basic concepts and terms that characterize Japanese culture and society • compare Japanese culture with other cultures 	<ul style="list-style-type: none"> • demonstrate knowledge of basic concepts and terms that characterize Japanese culture and society • discuss how cultural perceptions affect language and customs • identify cultural content in Japanese-language resources 	<ul style="list-style-type: none"> • employ various culturally specific Japanese manners and gestures • identify the characteristics of gender, age, relationships, situations, and occupations that affect the use of language in Japanese • analyse similarities and differences between Japanese culture and their own cultures 	<ul style="list-style-type: none"> • demonstrate effective and culturally appropriate manners and behaviours in a variety of social and business settings • adapt language to suit cultural context • analyse cultural elements represented in a variety of Japanese-language resources

Introductory Japanese 11	
COMMUNICATING	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • introduce themselves and family members using appropriate relationship terms • describe events and experiences in logical progression • communicate needs, desires, and emotions appropriately • exchange information orally and in writing using <i>hiragana</i> and <i>katakana</i> • participate in classroom activities using progressively more complex Japanese • participate in a variety of familiar situations drawn from real life
ACQUIRING INFORMATION	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • locate, process, and adapt information from age-appropriate Japanese-language resources to complete authentic tasks • convey acquired information in oral and visual forms, and in writing using <i>hiragana</i> and <i>katakana</i>
EXPERIENCING CREATIVE WORKS	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and to some extent read creative works, and respond to them in various ways
UNDERSTANDING CULTURE AND SOCIETY	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of basic concepts and terms that characterize Japanese culture and society • compare Japanese culture with their own and other cultures • demonstrate understanding of Japanese contributions to Canada • discuss how cultural perceptions affect language and customs • identify cultural content in Japanese-language resources

PRESCRIBED AND SUGGESTED KANJI

This part of Appendix A lists the prescribed *kanji* for Japanese 12 and suggested *kanji* to introduce in Japanese 11.

The Japanese 12 *kanji* list is divided into two parts:

- those *kanji* that students must identify the reading and meaning of, and reproduce from memory
- those *kanji* that students need only identify the reading and meaning of

The list provides the possible 訓読み *kun-yomi* (Japanese pronunciation listed in *hiragana*) and 音読み *on-yomi* (Chinese pronunciation listed in *katakana*) for each *kanji* as required.

The student is to learn only those readings listed. The *kanji* readings listed in brackets are provided for enrichment only. All *kun-yomi* are listed with the appropriate reading

for the *kanji*, but not for the *kanji* compounds provided. The *on-yomi*, however, has the reading for all *kanji* in the compound.

The *kanji* are listed by topics such as numbers, days of the week, time words, colours, and so on. Those not listed under a specific topic are provided at the end, under the heading “Others” (その他)

The suggested *kanji* list for Japanese 11 is provided to help the Japanese 11 teacher decide which *kanji* might be introduced in Grade 11. This is not a prescriptive list, but helps avoid all *kanji* being taught in Grade 12. Teachers are encouraged to introduce *kanji* before Grade 11, depending on students’ abilities and interests.

漢字 List

漢字 to be produced in their written form. (131)

漢字 (数)	訓読み (くん)	音読み (オン)
一	ひとつ (一つ)	イチ (一) イツサツ (一札)
二	ついたち (二日) ふたつ (二つ) ふつか (二日)	ニ (二)
三	みっ (三つ) みっ (三日)	サン (三)
四	よっ、よん (四つ)	シ (四)
五	よっ (四日) いつ (五つ) いつ (五日)	シガツ (四月) ゴ (五)
六	むっ (六つ) むい (六日)	ロク (六)
七	なな (七つ) なの (七日)	シチ (七)
八	やっ (八つ) はっ (八分)	ハチ (八) (八)
九	ここの (九つ) ここの (九日)	キユウ、クガツ (九、九月)
十	とお (十) とお (十日)	ジュウ、ジュッポン、ジッポン (十、十分)
二十		ハタチ (二十) ハツカ (二十日)
百	ひゃく、さんびゃく、 はっぴゃく (百、三百、八百)	
千		セン、サンゼン (千、三千)
万		イチマン (一万)

漢字	訓読み (くん)	音読み (オン)
(曜日)		
日	にち (日曜日) ひ (日)	ニチヨウビ (日曜日)
月	つき (月)	イチガツ (一月) ゲツヨウビ (月曜日)
火		カヨウビ (火曜日)
水	みず (水)	スイヨウビ (水曜日)
木	き (木)	モクヨウビ (木曜日)
金	かね (お金)	キンヨウビ (金曜日)
土		ドヨウビ (土曜日)
(年月日時間)		
日	か (三日)	センジツ (先日)
分		ニフン、フン、フン (二分)
時	とき (時々)	イチジ (一時)
週		センシュウ (先週)
年	とし (今年)	ライネン (来年)
半		イチジハン (一時半)
間	あいだ (間)	ニジカン (二時間)
今	いま (今)	コンゲツ (今月) キョウ (今日)
毎		マイニチ (毎日)
明	あか (明るい)	アシタ (明日)
(人)		
人	ひと (人)	サンニン (三人) ニホンジン (日本人)
子	こ (子)	
男	おとこ (男)	ダンシ (男子)
女	おんな (女)	ジョシ (女子)
私	わたし、わたくし (私)	シリツ (私立)
自		ジブン (自分)
(お金)		
円		ヒャクエン (百円)

漢字	訓読み (くん)	音読み (オン)
(家族)		
父	ちち (父) とう (お父さん)	
母	はは (母) かあ (お母さん) 兄	あに (兄) キョウダイ
(兄弟)		
弟	にい (お兄さん) おとうと (弟) おとうと (弟さん)	キョウダイ (兄弟)
姉	あね (姉) ねえ (お姉さん)	シマイ (姉妹)
妹	いもうと (妹)	シマイ (姉妹)
(学校)		
生		センセイ (先生)
先		センゲツ (先月)
学		ガクセイ (学生)
校		ガッコウ (学校)
(位置*方角)		
上	うえ (上)	ジョウズ (上手)
下	した (下)	ヘタ (下手)
中	なか (中)	チュウゴク、チュウガクセイ (中国、中学生)
外	そと (外)	ガイコク (外国)
前	まえ (名前)	
後	[あと (後で)] うしろ (後(ろ))	
右	みぎ (右)	
左	ひだり (左)	
東	ひがし (東)	トウホク (東北)
西	にし (西)	[セイヨウ (西洋)]
北	きた (北)	トウホク (東北)
南	みなみ (南)	[ナンセイ (南西)]
(天気)		
天		テンキ (天気)
気		デンキ (電気)

漢字	訓読み (くん)	音読み (オン)
雨	あめ (雨)	
空	そら (空)	
(色)		
色	いろ (色々)	
白	しろ (白い)	ハクジン (白人)
黒	くろ (黒い)	コクバン (黒ばん)
青	あお (青い)	
赤	あか (赤い)	
茶		チャ (茶)
(形容)		
大	おお (大きい)	ダイガク (大学)
小	ちい (小さい)	ショウガク (小学)
高	たか (高い)	コウコウセイ (高校生)
新	あたらし (新しい)	シンブン (新聞)
古	ふる (古い)	
安	やす (安い)	
長	なが (長い)	
明	あか (明るい)	
多	おお (多い)	
少	すこ (少し)	
早	はや (早い)	
広	ひろ (広い)	
近	ちか (近い)	
太	ふと (太い)	
好	す (好き)	
(動作)		
行	い (行く)	
来	く/こ (来る)(来ない)	ライネン (来年)
食	た (食べる)	
見	み (見る)	ケンブツ (見物)
話	はな (話す)	カイワ (会話)
書	か (書く)	
聞	き (聞く)	シンブン (新聞)
閉	し (閉める)	

漢字	訓読み (くん)	音読み (オン)
休	やす (休む)	
飲	の、 (飲む)	
読	よ (読む)	
知	し (知る)	
言	い (言う)	
作	つく (作る)	サクブン (作文)
生	う (生む、生まれる)	
買	か (買う)	
入	はい (入る)	
	いり (入り)	
出	で (出る)	
	だ (出す)	
思	おも (思う)	
走	はし (走る)	
歩	ある (歩く)	
起	お (起きる)	
立	た (立つ)	
会	あ (会う)	
(体)		
口	くち (口)	ジンコウ (人口)
手	て (手)	ジョウズ (上千)
耳	みみ (耳)	
目	め (目)	
足	あし (足)	
(その他)		
山	やま (山)	フジサン (富士山)
川	かわ (川)	
海	うみ (海)	ニホンカイ (日本海)
何	なに、なん (何、何人)	
名	な (名前)	[ユウメイ (有名)]
本		ニホン (日本)
語		ニホンゴ (日本語)
国	くに (お国)	コク、チュウゴク (中国)
車	くるま (車)	デンシャ (電車)

漢字	訓読み (くん)	音読み (オン)
物	もの (物)	ケンプツ (見物)
家	いえ (家)	
電		デンワ (電話)
元		ゲンキ (元気)
才		ニサイ (二才)
石	いし (石川)	
田	た、だ (田中、山田)	
花	はな (花)	

漢字 to be recognized both for meaning and pronunciation. (72)

漢字	訓読み (くん)	音読み (オン)
(数)		
番		イチバン (一番)
(年月日時間)		
午		ゴゴ、ゴゼン (午後、午前)
前		ゴゼン (午前)
後		ゴゴ (午後)
昨	き (昨日)	サクバン (昨晚)
朝	あさ (朝ご飯)	チョウシヨク (朝食)
食	た (食べる)	チョウシヨク (朝食)
昼	ひる (昼)	チュウシヨク (昼食)
晩		バンゴハン (晩ご飯)
夜	よる (夜)	
	よ (夜中)	
夕	ゆう (夕方) (夕食)	
曜		ゲツヨウビ (月曜日)
(人)		
様	。。。さま (様)	
友	とも (友達)	ともダチ (友達)
達		わたしタチ (私達)
(お金)		
銀		ギンコウ (銀行)
(家族)		
族		カゾク (家族)
(学校)		
勉		ベンキョウ (勉強)
(位置*方角)		
場	ばしょ (場所)	
所	ところ (所)	ジュウシヨ、ジョ (住所)
地		チホウ (地方)
西		セイヨウ (西洋)

漢字	訓読み (くん)	音読み (オン)
(天気)		
雪	ゆき (雪)	
空		クウコウ (空港)
風	かぜ (風)	タイフウ (台風)
(形容)		
同	おな (同じ)	
英		エイゴ (英語)
全		ゼンコク (全国)
太		タイヘイヨウ (太平洋)
強	つよ (強い)	ベンキョウ (勉強)
(動作)		
下	お (下りる)	チカテツ (地下鉄)
分	わ (分かる)	
教	おし (教える)	キョウカイ (教会)
住	す (住む)	「ジユウショ (住所)」
行		「ギンコウ (銀行)」
始	はじ (始まる) (始める)	
終	おわ (終る)	
待	ま (待つ)	
帰	かえ (帰る)	
使	つか (使う)	
止	と (止める)	
有		ユウメイ (有名)
洗	あら (洗う) (お洗濯)	
開	あ (開ける)	
習	なら (習う)	
引	ひ (引く)	
成	な (成る)	へいせい (平成)
(体)		
(その他)		
方	かた (読み方)	「ホウメン (方面)」
道	みち (道)	ホッカイドウ (北海道)
港	みなと (港)	クウコウ (空港)

漢字	訓読み (くん)	音読み (オン)
門		モン
事	こと、しごと (仕事)	ブンガク (文学) ブンカ (文化) (化学)
文化		
魚	さかな (魚)	
鳥	とり (鳥)	
犬	いぬ (犬)	
馬	うま (馬)	
牛	うし (牛)	ギユウニク (牛肉) ギユウニク (牛肉) リョコウ (旅行)
肉		
旅	い (行く)	
駅	えき (駅)	
町	まち (町)	
村	むら (村)	
市	いち (市)	オオサカシ (大阪市) ホンシュウ (本州) ケン (県) テンイン (店員)
州		
県		
店	みせ (店)	
屋	や (本屋)	
台		タイフウ (台風)
林	はやし (林)	シンリン (森林)
森	もり (森)	
果	くだ (果物)	
富		フジサン (富士山)
京		トウキョウ (東京)
点		ニテン (二点)
号		バンゴウ (番号)
平		タイヘイヨウ (太平洋)
洋		タイヘイヨウ (太平洋)
漢		カンジ (漢字)
字		カンジ (漢字)
会		カイシャ (会社)
社		カイシャ (会社)

漢字

訓読み (くん)

音読み (オン)

(四季)

冬

ふゆ (冬)

春

はる (春)

夏

なつ (夏)

秋

あき (秋)

漢字 for Japanese Eleven

漢字 to be produced in their written form. (66)

漢字 (数)	訓読み (くん)	音読み (オン)
一	ひと (一つ)	イチ (一)
二	ふた (二つ)	ニ (二)
三	みっ (三つ)	サン (三)
四	よっ、よん (四つ)	シ (四)
五	いつ (五つ)	ゴ (五)
六	むっ (六つ)	ロク (六)
七	なな (七つ)	シチ (七)
八	やっ (八つ)	ハチ (八)
九	ここの (九つ)	キュウ、クガツ (九、九月)
十	とお (十)	ジュウ、ジュッポン、ジッポン (十、十分)
百	ひゃく、さんびゃく、 はっぴゃく (百、三百、八百)	
千		セン、サンゼン (千、三万)
万		イチマン (一万)
(曜日)		
日	にち (日)	ヒ、ビ [にちヨウビ (日曜日)]
月	つき (月)	イチガツ (一月) ゲツヨウビ (月曜日)
火		カヨウビ (火曜日)
水	みず (水)	スイヨウビ (水曜日)
木	き (木)	モクヨウビ (木曜日)
金	かね (お金)	キンヨウビ (金曜日)
土		ドヨウビ (土曜日)
(年月日時間)		
分		ニフン、ブン、ブン (二分)
時	ときどき (時々)	イチジ (一時)
週		センシュウ (先週)
年	ことし (今年)	ライネン (来年)

漢字	訓読み (くん)	音読み (オン)
半 間 (人)		イチジハン (一時半) イチジカン (一時間)
人	ひと (人)	サンニン (三人) ニホンジン (日本人)
子	こ (子)	
男	おとこ (男)	
女	おんな (女)	
(お金)		
円 (家族)		ヒャクエン (百円)
父	ちち (父) とう (お父さん)	
母	はは (母) かあ (お母さん)	
(学校)		
生 先 学 校		センセイ (先生) センゲツ (先月) ガクセイ (学生) ガッコウ (学校)
(位置)		
上	うえ (上)	[ジョウズ (上手)]
下	した (下)	[ヘタ (下手)]
中	なか (中)	チュウゴク、チュウガクセイ (中国、中学生)
前 (天気)	まえ (名前)	
天 気		テンキ (天気) [デンキ (電気)]
雨 (形容)	あめ (雨)	
大	おお (大きい)	ダイガク (大学)
小	ちい (小さい)	ショウガク (小学)
高	たか (高い)	コウコウセイ (高校生)

漢字	訓読み (くん)	音読み (オン)
(動作)		
行	い (行く)	
来	く (来る)	ライネン (来年)
食	た (食べる)	[ショクドウ (食堂)]
見	み (見る)	
話	はな (話す)	
入	はい (入る)	
出	で (出る)	
(体)		
口	くち (口)	[ジンコウ (人口)]
手	て (手)	[ジョウズ (上手)]
耳	みみ (耳)	
目	め (目)	
足	あし (足)	
(その他)		
山	やま (山)	[フジサン (富士山)]
川	かわ (川)	
花	はな (花)	
田	た、だ (田中/和田)	
才		ニサイ (二才)
何	なに、なんにん (何、何人)	
名	なまえ (名前)	
本		ニホン (日本)
語		ニホンゴ (日本語)
国	くに (国)	コク、チュウゴク (中国)

Katakana Chart

N	W	R	Y	M	H	N	T	S	K		
ン	ワ	ラ	ヤ	マ	ハ	ナ	タ	サ	カ	ア	A
		リ		ミ	ヒ	ニ	チ	シ	キ	イ	I
		ル	ユ	ム	フ	ヌ	ツ	ス	ク	ウ	U
		レ		メ	ヘ	ネ	テ	セ	ケ	エ	E
	ヲ	ロ	ヨ	モ	ホ	ノ	ト	ソ	コ	オ	O

J	SH	CH	W	V	F	D	T	P	B	D	Z	G	
				ヴァ	ファ			パ	バ	ダ	ザ	ガ	A
			ウィ	ヴィ	フィ	ディ	ティ	ピ	ビ	ヂ	ジ	ギ	I
						デュ	トゥ	プ	ブ	ヅ	ズ	グ	U
ジェ	シェ	チェ	ウエ	ヴェ	フェ			ペ	ベ	デ	ゼ	ゲ	E
			ウオ	ヴォ	フォ			ポ	ボ	ド	ゾ	ゴ	O

P	B	J	G	R	M	H	N	CH	SH	K	
ピャ	ビャ	ジャ	ギャ	リャ	ミャ	ヒャ	ニャ	チャ	シャ	キャ	YA
ピュ	ビュ	ジュ	ギュ	リュ	ミュ	ヒュ	ニュ	チュ	シュ	キュ	YU
ピョ	ビョ	ジョ	ギョ	リョ	ミョ	ヒョ	ニョ	チャ	ショ	キョ	YO

kaa	カー	ppa	ツパ
chii	チー	tte	ツテ
nyuu	ニユー	sshi	ツシ
mee	メー	ppu	ツプ
soo	ソー	ma	ンナ
tii	ティー		

Hiragana Chart

N	W	R	Y	M	H	N	T	S	K		
ん	わ	ら	や	ま	は	な	た	さ	か	あ	A
		り		み	ひ	に	ち	し	き	い	I
		る	ゆ	む	ふ	ぬ	つ	す	く	う	U
		れ		め	へ	ね	て	せ	け	え	E
	を	ろ	よ	も	ほ	の	と	そ	こ	お	O

P	B	D	Z	G	
ぱ	ば	だ	ざ	が	A
び	び	ぢ	じ	ぎ	I
ぶ	ぶ	づ	ず	ぐ	U
ぺ	べ	で	ぜ	げ	E
ぽ	ぼ	ど	ぞ	ご	O

P	B	J	G	R	M	H	N	CH	SH	K	
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ぴゆ	びゆ	じゆ	ぎゆ	りゆ	みゆ	ひゆ	にゆ	ちゆ	しゆ	きゆ	YU
ぴよ	びよ	じよ	ぎよ	りよ	みよ	ひよ	によ	ちよ	しよ	きよ	YO

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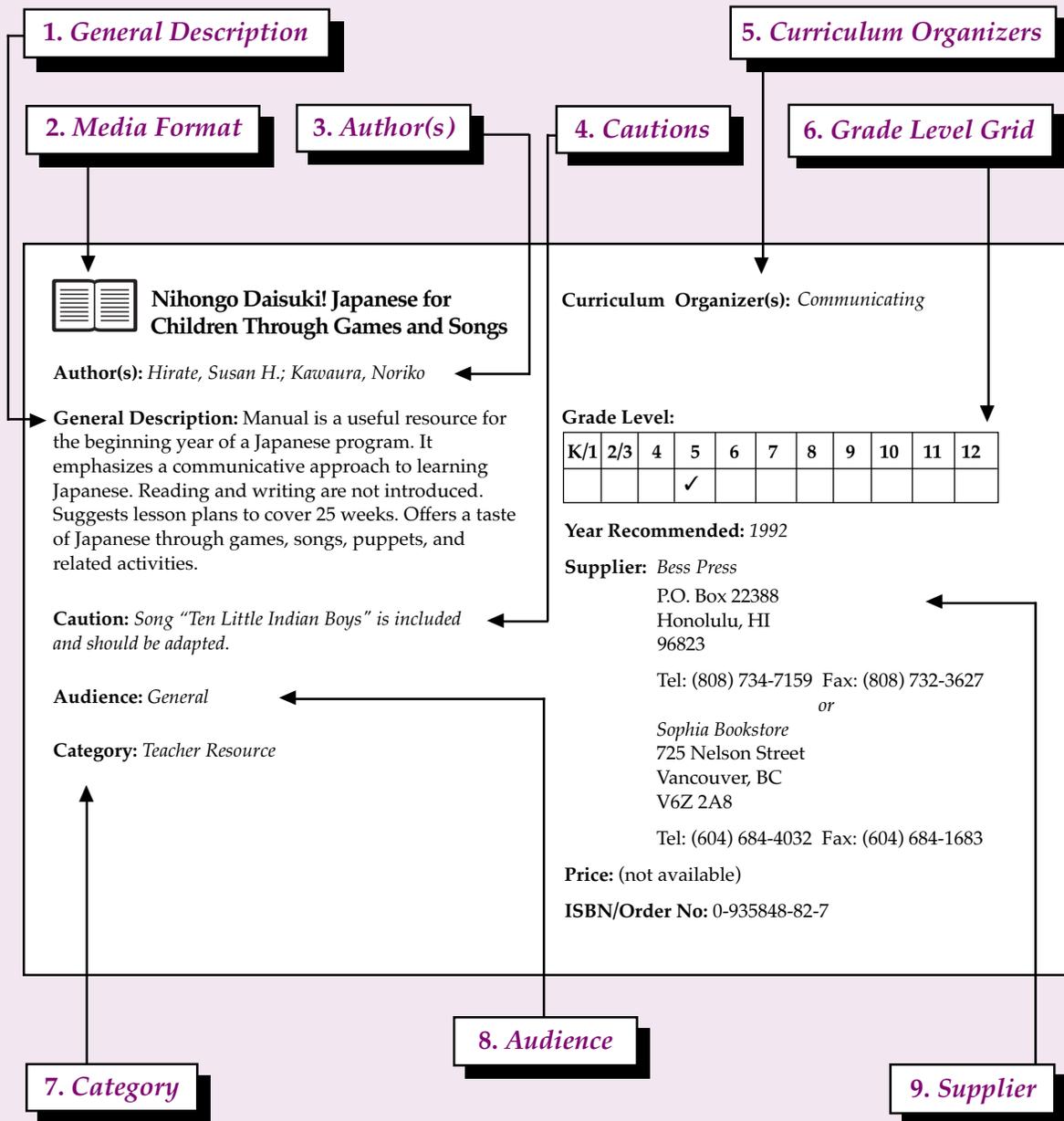
APPENDIX B

Learning Resources

WHAT IS APPENDIX B?

Appendix B is a comprehensive list of the *recommended* learning resources for Japanese 5 to 12. The titles are listed alphabetically and each resource is annotated. In addition, Appendix B contains information on selecting learning resources for the classroom.

What information does an annotation provide?



APPENDIX B: LEARNING RESOURCES

1. **General Description:** This section provides an overview of the resource.

2. **Media Format:** This part is represented by an icon next to the title. Possible icons include:



Audio Cassette



CD-ROM



Film



Games/Manipulatives



Laserdisc/Videodisc



Multimedia



Music CD



Print Materials



Record



Slides



Software



Video

3. **Author(s):** Author or editor information is provided where it might be of use to the teacher.

4. **Cautions:** This category is used to alert teachers about potentially sensitive issues.

5. **Curriculum Organizers:** This category helps teachers make links between the resource and the curriculum.

6. **Grade Level Grid:** This category indicates the suitable age range for the resource.

7. **Category:** This section indicates whether it is a student and teacher resource, teacher resource, or professional reference.

8. **Audience:** This category indicates the suitability of the resource for different types of students. Possible student audiences include the following:

- general
- English as a second language (ESL)
- *Students who are:*
 - gifted
 - blind or have visual impairments
 - deaf or hard of hearing
- *Students with:*
 - severe behavioural disorders
 - dependent handicaps
 - physical disabilities
 - autism
 - learning disabilities (LD)
 - mild intellectual disabilities (ID-mild)
 - moderate to severe/profound disabilities (ID-moderate to severe/profound)

9. **Supplier:** The name and address of the supplier are included in this category. Prices shown here are approximate and subject to change. Prices should be verified with the supplier.

What about the videos?

The ministry attempts to obtain rights for most *recommended* videos. Negotiations for the most recently recommended videos may not be complete. For these titles, the original distributor is listed in this document, instead of British Columbia Learning Connection Inc. Rights for new listings take effect the year implementation begins. Please check with British Columbia Learning Connection Inc. before ordering new videos.

SELECTING LEARNING RESOURCES FOR THE CLASSROOM

Selecting a learning resource means choosing locally appropriate materials from the list of recommended resources or other lists of evaluated resources. The process of selection involves many of the same considerations as the process of evaluation, though not to the same level of detail. Content, instructional design, technical design, and social considerations may be included in the decision-making process, along with a number of other criteria.

The selection of learning resources should be an ongoing process to ensure a constant flow of new materials into the classroom. It is most effective as an exercise in group decision making, co-ordinated at the school, district, and ministry levels. To function efficiently and realize the maximum benefit from finite resources, the process should operate in conjunction with an overall district and school learning resource implementation plan.

Teachers may choose to use provincially recommended resources to support provincial or locally developed curricula; choose resources that are not on the ministry's list; or choose to develop their own resources. Resources that are not on the provincially recommended list must be evaluated through a local, board-approved process.

CRITERIA FOR SELECTION

There are a number of factors to consider when selecting learning resources.

Content

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning outcomes that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

Instructional Design

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources have been recommended to support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students. The suitability of a resource for any of these audiences has been noted in the resource annotation. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all of these should be considered for the intended audience.

Teachers should also consider their own teaching styles and select resources that will complement them. The list of *recommended* resources contains materials that range from prescriptive or self-contained resources, to open-ended resources that require

considerable teacher preparation. There are *recommended* materials for teachers with varying levels of experience with a particular subject, as well as those that strongly support particular teaching styles.

Technology Considerations

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

Social Considerations

All resources on the ministry's *recommended* list have been thoroughly screened for social concerns from a provincial perspective. However, teachers must consider the appropriateness of any resource from the perspective of the local community.

Media

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal “unseen worlds” to students. Software may be particularly useful when students are expected to

develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition is a factor. Print resources or CD-ROM can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

Funding

As part of the selection process, teachers should determine how much money is available to spend on learning resources. This requires an awareness of school and district policies, and procedures for learning resource funding. Teachers will need to know how funding is allocated in their district and how much is available for their needs. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

Existing Materials

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through the use of district and school resource management and tracking systems. Such systems usually involve a database to help keep track of a multitude of titles. If such a system is available, then teachers can check the availability of a particular resource via a computer.

SELECTION TOOLS

The Ministry of Education, Skills and Training has developed a variety of tools to assist teachers with the selection of learning resources.

These include:

- Integrated Resource Packages (IRPs) that contain curriculum information, teaching and assessment strategies, and *recommended* learning resources
- resource databases on disks or on-line
- sets of the most recently recommended learning resources (provided each year to a number of host districts throughout the province to allow teachers to examine the materials first-hand at regional displays)
- sample sets of provincially recommended resources (available on loan to districts on request)

A MODEL SELECTION PROCESS

The following series of steps is one way a school resource committee might go about selecting learning resources:

1. Identify a resource co-ordinator (for example, a teacher-librarian).
2. Establish a learning resources committee made up of department heads or lead teachers.
3. Develop a school vision and approach to resource-based learning.
4. Identify existing learning resource and library materials, personnel, and infrastructure.
5. Identify the strengths and weaknesses of existing systems.
6. Examine the district Learning Resources Implementation Plan.

7. Identify resource priorities.
8. Apply criteria such as those found in *Evaluating, Selecting, and Managing Learning Resources: A Guide* to shortlist potential resources.
9. Examine shortlisted resources first-hand at a regional display or at a publishers' display, or borrow a set by contacting either a host district or the Curriculum and Resources Branch.
10. Make recommendations for purchase.

FURTHER INFORMATION

For further information on evaluation and selection processes, catalogues, annotation sets, or resource databases, please contact the Curriculum and Resources Branch of the Ministry of Education, Skills and Training.



101 Japanese Idioms: Understanding Japanese Language and Culture Through Popular Phrases

Author(s): *Maynard, Michael L.; Maynard, Senko K.*

General Description: Multimedia kit, consisting of a book and two audio cassettes, presents idiomatic phrases that effectively convey the essence of Japanese society and culture. Black-and-white illustrations capture the significance of each phrase. Explanations and sample conversations reinforce understanding of the idioms and expressions for everyday use. Cassettes support text. Also suitable for Introductory Japanese 11.

Audience: *General*

Gifted - encourages in-depth study of culture and language

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information
Communicating
Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
								✓	✓	✓

Year Recommended: *1995*

Supplier: *Copp Clark Ltd.*
2775 Matheson Boulevard East
Mississauga, ON
L4W 4P7

Tel: (905) 238-6074 Fax: (905) 238-6075

Price: \$35.16

ISBN/Order No: 0-8442-8341-X



250 Essential Kanji for Everyday Use

General Description: Workbook teaches the 250 characters most frequently seen in daily life in Japan. All entries include the readings, meanings, stroke orders, common compounds, and derivations of kanji. Each of the 21 lessons illustrates everyday situations such as train stations, banks, post offices, restaurants, hospitals and university campuses. Recommended as a teacher resource since the order of kanji selected does not match B.C. curriculum order.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: *1995*

Supplier: *Raincoast Book Distribution*
8680 Cambie Street
Vancouver, BC
V6P 6M9

Tel: (604) 323-7100 Fax: (604) 323-7109

Price: \$28.95

ISBN/Order No: 0-8048-1911-4



501 Japanese Verbs

Author(s): *Lange, Roland A.*

General Description: Reference book provides an alphabetical listing of 501 important and widely used Japanese verbs written in romaji. It lists verb entries in charts. An introductory section provides general information on pronunciation, formality, deference, inflection, and derivation of verbs. Includes various indices. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: *1992*

Supplier: *Bonjour Books*
Unit 2135, 11871 Horseshoe Way
Richmond, BC
V7A 5H5

Tel: 1-800-665-8002 Fax: (604) 274-2665

Price: \$15.95

ISBN/Order No: 0-8120-3991-2



Active Japanese 5 and 6

Author(s): Williams, Lynn

General Description: Books use a topic-based, communicative approach that is stimulating and interactive. Series allows for variations in pace, teaching styles, and needs. Topics represent real-world experiences such as health, weather, eating, shopping, family, and so on. Activities and extension material give a sense of achievement and continuity. Also suitable for Introductory Japanese 11.

Audience: General

Category: Teacher Resource

Curriculum Organizer(s): *Acquiring Information*
Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: 1995

Supplier: Copp Clark Ltd.
2775 Matheson Boulevard East
Mississauga, ON
L4W 4P7

Tel: (905) 238-6074 Fax: (905) 238-6075

Price: \$24.76

ISBN/Order No: 0-582-85923-9



Ancient Japan

Author(s): Bartók, Mira; Ronan, Christine

General Description: Book provides information on Japanese history, culture, art, and traditions. It includes five art activities and eight cardboard pop-out stencils that reinforce concepts discussed in the text, such as the festival of dolls, Boy's Day, Japanese folk tales, samurai, haiku, Furashiki, Sensu, Shintoism, mythology, and the Imperial Family.

Audience: General

Gifted - hands-on art activities and language arts activities offer extended opportunities

LD - hands-on activities

Category: Student, Teacher Resource

Curriculum Organizer(s): *Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓					

Year Recommended: 1995

Also Recommended For: *Social Studies*

Supplier: Harper Collins Canada Ltd.
1995 Markham Road
Scarborough, ON
M1B 5M8

Tel: 1-800-387-0117 Fax: (416) 321-3033

Price: \$9.50

ISBN/Order No: 0-673-36054-7



Annual Festivities and Ceremonies

General Description: Twenty-nine-minute video presents the various seasonal festivals and ceremonies of Japan. It begins with an overview of the multiplicity of religions that co-exist in Japan. Explores various religious ceremonies and seasonal festivals within the context of city and rural life. May also be used for Introductory Japanese 11.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s): *Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

Year Recommended: 1995

Supplier: Canadian Learning Company Inc.
63 Mack Avenue
Scarborough, ON
M1L 1M5

Tel: (416) 691-9094 Fax: (416) 691-8833

Price: \$89.95

ISBN/Order No: (not available)



Basic Japanese - English Dictionary

General Description: Beginner's dictionary contains 2873 entries. Vocabulary focusses on language most frequently used within introductory language programs. It is conveniently organized, with entries in romaji along with the Japanese. Includes furigama when kanji is used.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s): *Acquiring Information*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 0-19-864162-1



"Body" Language

Author(s): *Garrison, Jeffrey*

General Description: Book is a collection of more than 250 common idiomatic phrases that contain some reference to a part of the human body. Each entry has a literal English translation, an explanation, English equivalents, and one or more Japanese examples (full sentences) with English translations. May also be used for Introductory Japanese 11.

Audience: General

Category: Teacher Resource

Curriculum Organizer(s): *Communicating*
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1992

Supplier: *Fitzhenry & Whiteside Ltd.*
195 Allstate Parkway
Markham, ON
L3R 4T8

Tel: 1-800-387-9776 Fax: (905) 477-9179

Price: (not available)

ISBN/Order No: 0-87011-955-9



The Children of Japan: Learning the New, Remembering the Old

General Description: Twenty-one-minute video depicts a 12-year-old boy's life in Tokyo. Makoto's letter to an American pen pal introduces family and school life that exemplify both modern and traditional customs and values. Features Japanese vocabulary and situational expressions.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s): *Communicating*
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
				✓	✓					

Year Recommended: 1992

Supplier: *B.C. Learning Connection Inc.*
c/o Learning Resources Branch (Customer Service)
878 Viewfield Road
Victoria, BC
V9A 4V1

Tel: (250) 387-5331 Fax: (250) 387-1527

Price: \$21.00

ISBN/Order No: LANG11



Chopsticks! An Owner's Manual

Author(s): Hashi-San

General Description: Book provides a humorous, effective approach to the topic of chopstick use in Japan, China, Taiwan, Korea, and Vietnam. Contains historical, social, cultural, and gastronomic information and trivia. Includes a set of chopsticks.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s): *Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
				✓	✓	✓	✓	✓		

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 0-943233-23-2



Collins Shubun English Japanese Dictionary (New - First Edition)

Author(s): Okubo, Yukimi; Goris, Richard C., eds.

General Description: Compact English-Japanese dictionary presents more than 27 000 references and 38 000 translations, with emphasis on current usage. It includes a chart of hiragana and katakana scripts along with the roman letter transliteration used. All Japanese entries have their pronunciation indicated in romaji. Special supplement deals with expressions for conversation. Also suitable for Introductory Japanese 11.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s): *Acquiring Information*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Harper Collins Canada Ltd.*
1995 Markham Road
Scarborough, ON
M1B 5M8

Tel: 1-800-387-0117 Fax: (416) 321-3033

Price: \$11.73

ISBN/Order No: 0-00-433405-1



The Complete Origami Kit for Children

General Description: Resource package consists of two small instruction books and 82 sheets of coloured origami paper. Books provide easy-to-follow instructions and diagrams for creating 31 origami projects such as birthday cards, finger puppets, jewellery, masks, and toys.

Audience: General

Category: Teacher Resource

Curriculum Organizer(s): *Experiencing Creative Works*
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓					

Year Recommended: 1995

Supplier: *Raincoast Book Distribution*
8680 Cambie Street
Vancouver, BC
V6P 6M9

Tel: (604) 323-7100 Fax: (604) 323-7109

Price: \$12.95

ISBN/Order No: 0-8048-1973-4



Daily Expressions in Japanese

General Description: Set of 45 flash cards provides black-and-white drawings representing daily life and classroom expressions, greetings, and questions. On the reverse side the appropriate phrase is written in hiragana and kanji. A glossary provides translations for each card, in English and five other languages.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓					

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: (not available)



A Dictionary of Basic Japanese Grammar

Author(s): *Makiho, Seiichi; Tsutsui, Michio*

General Description: Comprehensive guide to Japanese grammar is arranged in alphabetical format. "Main Entries" component includes part of speech of the entry; meaning, or function, with English counterpart; key sentences; formation rules and connection forms; example sentences; notes. Also provides sections on the characteristics of Japanese grammar. A basic knowledge of grammar is necessary for this text to be used effectively. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 4-7890-0454-6



Dynamic Japanese

General Description: Two CD-ROMs for Macintosh, MS-DOS, and Windows augment an introductory course in spoken Japanese. They provide kana practice, dictations, completion exercises, vocabulary drills, and a game. Offers feedback for all activities. Students can record and play back their own voices. Includes a study guide and user's guide. Also suitable for Introductory Japanese 11.

System requirements for Macintosh: 2.5 Mb RAM for System 7; CD-ROM drive; 13" or greater colour monitor capable of displaying 256 colours. System requirements for MS-DOS: 2 Mb RAM for System 386 or later; CD-ROM drive; SVGA colour graphics; mouse; SoundBlaster-compatible sound card optional. System requirements for Windows: 4 Mb RAM; SVGA colour graphics; CD-ROM drive; mouse; SoundBlaster-compatible sound card optional.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Irwin Publishing*
1800 Steeles Avenue West
Concord, ON
L4K 2P3

Tel: (905) 660-0611 Fax: (905) 660-0676

or

DynED International
989 East Hillside Boulevard, Suite 130
Foster City, CA
94404

Tel: 1-800-765-4375 or (415) 578-8067

Fax: (415) 578-8069

Price: (not available)

ISBN/Order No: (not available)



Easy Katakana: How to Read and Write English Words Used in Japanese

Author(s): *Wells, Tina*

General Description: Book contains more than 1500 loanwords from English, written in katakana script. Twenty lessons provide practice in pronunciation and orthography of the words. Students will learn to read and write words at the same time. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Copp Clark Ltd.*
2775 Matheson Boulevard East
Mississauga, ON
L4W 4P7

Tel: (905) 238-6074 Fax: (905) 238-6075

Price: \$15.16

ISBN/Order No: 0-8442-8519-6



Eating in Japan

General Description: Reference guide demystifies Japanese food by explaining the ingredients and cooking methods and by providing information on seasonal and regional cookery. Sections deal with restaurants, dining out, traditional cuisine, and simple recipes. Includes Japanese vocabulary in romaji with each listing. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

Year Recommended: 1992

Also Recommended For: *Social Studies*

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 4-533-00456-3



Effective Japanese Usage Guide: A Concise Explanation of Frequently Confused Words and Phrases

Author(s): *Hirose, Masayoshi; Shoji, Kakuko, eds.*

General Description: Compact book contains 302 comparisons of 708 synonymous terms. It explains differences in usage, as well as meanings of words and phrases that seem similar but are often misused by non-native speakers. Entries can be accessed by romanized alphabetical order, Japanese script, or cross-referenced terms. Each entry consists of an English translation of the word or phrase, as well as sentences using the word or phrase.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
										✓

Year Recommended: 1995

Supplier: *Fitzhenry & Whiteside Ltd.*
195 Allstate Parkway
Markham, ON
L3R 4T8

Tel: 1-800-387-9776 Fax: (905) 477-9179

Price: \$86.95

ISBN/Order No: 4-7700-1919-X



Everyday Japanese: A Basic Introduction to the Japanese Language & Culture

Author(s): *Schwarz, Edward A.; Ezawa, Reiko*

General Description: Book provides language and cultural material useful in planning language programs or special Japanese-related activities. Focuses on three general areas: getting around in Japan, specific cultural information, living in Japan. Includes useful phrases for the 34 topics; dialogues; basic vocabulary in hiragana, kanji, and romaji; as well as explanatory notes. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*
Communicating
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1992

Supplier: *Copp Clark Ltd.*
2775 Matheson Boulevard East
Mississauga, ON
L4W 4P7

Tel: (905) 238-6074 Fax: (905) 238-6075

Price: \$9.56

ISBN/Order No: 0-8442-8500-5



Exotic Japan: A CD-Rom Companion

Author(s): Yokokura, Nikki

General Description: Interactive CD-ROM for Macintosh introduces the culture and language of Japan. Program consists of four parts: 165 lessons, quizzes, stations, and games. The glossary aids in language (vocabulary) acquisition. Accompanying user's guide provides installation instructions and an overview. Uses the romaji (Hebon Shiki Hepburn) method. Also suitable for Introductory Japanese 11.

System requirements: 1 Mb RAM required (4 Mb suggested); HyperCard 2.1; System 6.05 or later; CD-ROM drive; headphones or speakers; sound-input device suggested.

Audience: Gifted

Category: Student, Teacher Resource

Curriculum Organizer(s): *Acquiring Information*
Communicating
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

Year Recommended: 1992

Supplier: *Perceptix Inc.*
Suite 1014, 111 Richmond Street West
Toronto, ON
M5H 2J5

Tel: 1-800-267-7788 Fax: (416) 365-7463

Price: \$135.00

ISBN/Order No: PE-078



Festivals of Japan

General Description: Illustrated pocketbook provides a brief overview of 271 Japanese festivals, grouped according to the month in which they are held. Includes a festivals map and calendar. Japanese vocabulary is in romaji, with limited use of Japanese characters in some sections. Small type size may limit use. Also suitable for Introductory Japanese 11.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s): *Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	

Year Recommended: 1992

Also Recommended For: *Social Studies*

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 4-533-00489-X



Fun with Hiragana - Workbook

Author(s): Hijirida, Kyoko; Dung, Satako

General Description: Student workbook introduces and provides practice in learning and writing the 46 basic hiragana. Provides a total of 310 words and 71 expressions. Illustrative drawing accompanies each hiragana character to provide a mnemonic relationship through shape and sound.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
				✓	✓					

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 4-7601-0849-1



A Guide to Learning Hiragana and Katakana

Author(s): Henshall, Kenneth G.; Takagaki, Tetsuo

General Description: Book provides systematic coverage of the two kana systems, presented through brush and pen writing techniques, and explains the origin and function of kana and kana combinations. Contains review and self-testing exercises. Vocabulary has practical and cultural relevance. Includes romanized Japanese. Also suitable for Introductory Japanese 11.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓		✓	

Year Recommended: 1995

Supplier: Raincoast Book Distribution
8680 Cambie Street
Vancouver, BC
V6P 6M9

Tel: (604) 323-7100 Fax: (604) 323-7109

Price: \$18.95

ISBN/Order No: 0-8048-1663-8



A Guide to Reading and Writing Japanese (Revised Edition)

Author(s): Sakade

General Description: Book is a kanji dictionary that provides the step-by-step stroke order for 881 characters. It also features a general-use dictionary comprising 1850 characters. Each of the first 881 characters includes onyomi and kunyomi readings, English translations, and usages in kanji compounds. When stock of this title is no longer available from Learning Resources Branch, please direct orders to the Sophia Bookstore.

Audience: General

Category: Professional Reference

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: 1995

Supplier: Learning Resources Branch
878 Viewfield Road
Victoria, BC
V9A 4V1

Tel: (250) 387-5331 Fax: (250) 387-1527

or

Sophia Bookstore
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: \$19.75

ISBN/Order No: 0-8048-0226-2



Haiku: One Breath Poetry

Author(s): *Wakan, Naomi*

General Description: Book presents a detailed explanation of the Japanese poetry form of haiku. It discusses techniques for writing haiku, the history of haiku, and haiku in English. Also studies important cultural background and belief systems within the context of this art form. Resource provides modern and ancient haiku examples. Also suitable for Introductory Japanese 11.

Audience: *General*

Gifted - provides opportunities for enrichment

Category: *Teacher Resource*

Curriculum Organizer(s): *Experiencing Creative Works
Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Pacific Rim Publishers*
#302 - 130 East 15th Avenue
Vancouver, BC
V5T 4L3

Tel: (604) 872-7373 Fax: (604) 872-2622

Price: \$14.95

ISBN/Order No: 0-921358-18-0/B93027



A Homestay in Japan: Ninon To No Deai

Author(s): *Allen, Caron; Watanabe, Natsumi*

General Description: Book presents the experiences of Amy, a North American exchange student who spends a year with a Japanese family in Kobe. Each chapter contains a reading section, illustration, vocabulary lists, study questions, and culture notes. Resource helps students develop effective reading strategies in order to grasp main ideas and supporting details without the use of translation.

Audience: *Gifted - opportunities for enrichment and extension*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information
Communicating
Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
										✓

Year Recommended: 1995

Supplier: *Stone Bridge Press*
P.O. Box 8208
Berkeley, CA
94707

Tel: (510) 524-8732 Fax: (510) 524-8711

Price: \$15.96

ISBN/Order No: 0-9628137-6-1



Ikimashoo

Author(s): McLaughlin, Megan

General Description: Australian resource package consists of a student workbook and teacher's guide that provide an introductory program outline for beginning Japanese arranged by themes. Generally uses romaji. Each unit includes suggested dialogues, vocabulary items and phrases, written exercises, and a cultural activity. Guide comprises an overview and some notes. Accompanying cassette tapes of vocabulary and dialogues have not been evaluated.

Audience: General

Category: Teacher Resource

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓				

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

or

Weigl Educational Publishers Ltd.
1902 - 11th Street SE
Calgary, AB
T2G 3G2

Tel: 1-800-668-0766 Fax: (403) 233-7769

Price: Student Text: \$10.15
Teacher Guide: \$17.30

ISBN/Order No: Student Text: 0-949919-72-1
Teacher Guide: 0-949919-23-X



In Japan

Author(s): Hinder, Philip

General Description: Colourful book about Japanese culture and way of life is a helpful resource for teachers and people travelling to Japan. Topics range from Japanese literature, music, and art, to the various regions and geography of Japan. Photos, comics, illustrations, historical paintings, and maps enhance the concise, informative text. Also suitable for Introductory Japanese 11.

Audience: General

Gifted - opportunities for individual research

LD - large type; short chunks of information; many pictures

Category: Student, Teacher Resource

Curriculum Organizer(s): *Communicating*
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Also Recommended For: *Social Studies*

Supplier: *Irwin Publishing*
1800 Steeles Avenue West
Concord, ON
L4K 2P3

Tel: (905) 660-0611 Fax: (905) 660-0676

Price: \$17.00

ISBN/Order No: 0-8219-0921-5/58252



Japan: An International Travel Map

General Description: This 1:1 500 000 scale map of Japan outlines Japanese geography in detail appropriate to the size of the resource. Place names are in romaji. Includes brief notes of interesting information about various locations. Layout, with the detailed map of Hokkaido separate from the other main islands, may be confusing. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Pacific Rim Publishers*
 #302 - 130 East 15th Avenue
 Vancouver, BC
 V5T 4L3

Tel: (604) 872-7373 Fax: (604) 872-2622

Price: \$11.95

ISBN/Order No: 0-921463-07-3/B91076



Japanese - An Appetizer

Author(s): *Wakan, Naomi*

General Description: Book encourages an appreciation of Japanese culture and way of looking at the world through an interesting examination of Japanese language in both spoken and written form. Chapters highlight features of spoken Japanese, loanwords, kanji, hiragana, katakana, and sentences. Not intended as a language teaching text. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1992

Supplier: *Pacific Rim Publishers*
 #302 - 130 East 15th Avenue
 Vancouver, BC
 V5T 4L3

Tel: (604) 872-7373 Fax: (604) 872-2622

Price: \$19.95

ISBN/Order No: 0-921358-02-4/B-90088



Japanese for Everyone: A Functional Approach To Daily Communication

Author(s): *Nagara, Susumu*

General Description: Comprehensive book rapidly takes students from beginner's level Japanese to fluency. Each of the 27 lessons has a dialogue, vocabulary list, open-ended and structured exercises, grammatical explanations, and culture notes. Includes answer key. Four accompanying 60-minute audiotapes have not been evaluated.

Audience: *General*

Gifted - could provide independent study opportunities for enrichment

Category: *Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*
Communicating
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: 1995

Supplier: *Fitzhenry & Whiteside Ltd.*
 195 Allstate Parkway
 Markham, ON
 L3R 4T8

Tel: 1-800-387-9776 Fax: (905) 477-9179

Price: \$43.95

ISBN/Order No: 0-87040-853-4



Japanese Kana Card

General Description: Card game for two to five players reinforces the recognition of hiragana. Set contains 51 game cards and seven rule cards. Students take turns arranging the hiragana in Gojuonzu form. Provides rules for six games in English and Japanese. Individual cards feature romaji, hiragana, and katakana. May also be used for Introductory Japanese 11.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	

Year Recommended: 1992

Supplier: *Nihongo Circle*
7 Pittsford Close
Waterloo, ON
N2K 1V5

Tel: (519) 884-2228 Fax: (519) 884-9083

Price: \$10.99

ISBN/Order No: (not available)



Japanese Language and People

General Description: Comprehensive resource package consists of videos of 10 BBC television programs, teacher's notes, student coursebook, and five audio cassettes. Videos form a free-standing introduction to Japanese language and culture and last about five hours. They can be used to support this or any other core program from grades 9-12. Course is divided into 50 lessons. Text uses a communicative approach. Audio cassettes contain approximately seven-and-a-half hours of model dialogues, pronunciation exercises, and listening exercises. Because of the denseness of the print and audio components, the entire package is recommended only for Introductory Japanese 11. There is almost exclusive use of romaji throughout the text; teachers will need to supplement the text to enable students to learn kana.

Caution: *In Episode 6 there is a two-second side view of male nudity. In Episode 5 there is a shot of an American student riding on the back of a motorcycle without a helmet.*

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*
Communicating
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

Year Recommended: 1995

Supplier: *International Tele-Film Enterprises Ltd.*
Suite #301, 5090 Explorer Drive
Mississauga, ON
L4W 4T9

Tel: 1-800-561-4300 Fax: (905) 629-1211

Price: \$349.00

ISBN/Order No: (not available)



Japanese Society Today: Perspectives on Tradition and Change

Author(s): *Ishido, Kotaku; Myers, David, eds.*

General Description: Book about contemporary Japanese society consists of subjective essays by senior academics from Japan, Australia, Europe, U.S.A., and New Zealand. Essays are grouped into broad topics such as "Education"; "Tradition, Culture, and Heritage"; and "Changes in the Everyday Lifestyle of Average Japanese." Useful as a reference for obtaining in-depth information.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: 1995

Supplier: *Central Queensland University Press*
P.O. Box 1615
Rockhampton, Queensland, Australia
4701

Tel: 61-79-228 144 Fax: 61-79-228 151

Price: \$14.95

ISBN/Order No: 1-875998-02-0



Kana Can Be Easy

Author(s): *Ogawa, Kunihiko*

General Description: Book provides assistance in learning to write hiragana and katakana by suggesting ways in which the learner may recognize, memorize, and produce each kana through pictorial association. An appendix includes information on elaborations of basic hiragana and katakana, as well as information on punctuation.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓				

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 4-7890-0517-8



Kanji and Kana: A Handbook and Dictionary of the Japanese Writing System

Author(s): *Hadamitzky, Wolfgang; Spahn, Mark*

General Description: This is a compact and comprehensive guide to reading and writing Japanese. It provides an introductory overview highlighting origin, writing, and usage of kana and kanji. Listings of Jooyoo kanji include the 1945 basic characters, along with their most important readings and definitions. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
				✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 0-8048-1373-6



KanjiWord

General Description: Japanese-language word processing Windows software. Users input in roman characters (romaji), which may be changed to hiragana, katakana, or kanji. Contains a user-defineable kanji conversion dictionary, an English-language spell checker, and an English-Japanese dictionary. Includes a disk with 100 sample Japanese documents, a user's guide, and a function key template. Also suitable for Introductory Japanese 11.

System requirements: Windows 3.1 or later; 4 Mb RAM (8 Mb recommended); mouse; printer recommended.

Audience: *General*
Gifted - word processing in Japanese offers enrichment opportunities

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Pacific Rim Publishers*
#302 - 130 East 15th Avenue
Vancouver, BC
V5T 4L3

Tel: (604) 872-7373 Fax: (604) 872-2622

Price: \$279.00

ISBN/Order No: (not available)



Karuta: A Game for Students of Japanese Curriculum Organizer(s): *Communicating*

General Description: Card game based on the traditional Japanese game of Karuta consists of 60 reading cards and 60 picture cards that can be used in various ways to reinforce the learning of hiragana. Each reading card is written in kana on one side and romaji with an English translation on the other. Game rules are in both English and Japanese. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Student, Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: (not available)



Kcom2

General Description: Japanese-language word processing Windows software. Users input in roman characters (romaji), which may be changed to hiragana, katakana, or kanji, as required. Includes a user-defineable kanji conversion dictionary, English-language spell checker, and English-Japanese dictionary. User's manual accompanies resource. Also suitable for Introductory Japanese 11.

System requirements: 386 or later; Windows 3.1 or later; 8 Mb RAM; 10 Mb free disk space; Hayes modem/fax modem optional.

Audience: *General*
Gifted - word processing in Japanese offers enrichment opportunities

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Kureo Technology Ltd.*
303-3600 Gilmore Way
Burnaby, BC
V5G 4R8

Tel: (604) 433-7715 Fax: (604) 433-3393

Price: \$350.00

ISBN/Order No: (not available)



Kenkyusha's Furigana English-Japanese Dictionary

General Description: Compact, portable dictionary covers 49 000 headwords in a user-friendly manner. Provides furigana readings of all kanji in hiragana above the kanji characters. Word entries are all in bold type to facilitate searches; definitions are concise but also include idiomatic usages.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 4-7674-1172-6



Kimono

Author(s): *Sedunary, Michael; Burnham, Suzanne*

General Description: Series comprises at each level a student text and workbook, teacher's manual, and three audio cassettes. Level One also includes a hiragana puzzle book. Resource supports the communicative approach to second-language learning. Covers reading and writing in hiragana and introduces katakana and kanji characters. Lessons present language, culture, and concepts using colour cartoons and photos.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*
Communicating
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	

Year Recommended: 1995

Supplier: *Weigl Educational Publishers Ltd.*
1902 - 11th Street SE
Calgary, AB
T2G 3G2

Tel: 1-800-668-0766 Fax: (403) 233-7769

Price: (not available)

ISBN/Order No: (not available)



Kodansha's Compact Kanji Guide

General Description: Character dictionary provides a concise guide to all 1945 Jooyoo kanji, including stroke order, On-Kun readings, and English meanings. Includes some compounds selected for practicality, usefulness, and timeliness. Provides radicals for each kanji on the side of each page. Users must have a reading knowledge of hiragana and katakana.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: 1992

Supplier: *Fitzhenry & Whiteside Ltd.*
195 Allstate Parkway
Markham, ON
L3R 4T8

Tel: 1-800-387-9776 Fax: (905) 477-9179

or

Sophia Bookstore
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 4-7700-1553-4



Let's Play Games in Japanese

Author(s): *McGinnis; Nakayama; Yao*

General Description: Book provides opportunities to develop oral, aural, reading, and writing skills through the use of partner or group games. It is organized into speaking and listening games, and reading and writing games at beginner, intermediate, and advanced levels. Includes instructions to the teacher. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Copp Clark Ltd.*
2775 Matheson Boulevard East
Mississauga, ON
L4W 4P7

Tel: (905) 238-6074 Fax: (905) 238-6075

Price: \$23.16

ISBN/Order No: 0-8442-8414-9



A Look Into Japan

General Description: Pocket-size reference guide provides a brief overview of various aspects of Japanese culture and life: traditional culture, life and customs, food, and travel. Colour drawings enhance text. Japanese vocabulary is written primarily in romaji, with occasional use of hiragana or katakana. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 4-533-01381-3



Lyric Language: Japanese

General Description: Audio cassette features songs in both English and Japanese, with lively accompaniment and sound effects. Songs teach new words, phrases, and proper pronunciation. Accompanying lyric book provides the teacher with the words to the songs in kanji and kana, romaji, and English.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓						

Year Recommended: 1995

Supplier: *Bonjour Books*
Unit 2135, 11871 Horseshoe Way
Richmond, BC
V7A 5H5

Tel: 1-800-665-8002 Fax: (604) 274-2665

Price: \$12.95

ISBN/Order No: 1-56015-230-3



Mangajin's Basic Japanese Through Comics

General Description: Book comprises a collection of Japanese comic strips organized to illustrate 24 basic language concepts. Each lesson introduces the concept and illustrates its use through black-and-white cartoon clips. Teachers will need to discuss the phenomenon of manga in Japanese society and social attitudes such as "Obartarian" and the use of "baka." Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*
Communicating
Experiencing Creative Works
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: 1995

Supplier: *Raincoast Book Distribution*
8680 Cambie Street
Vancouver, BC
V6P 6M9

Tel: (604) 323-7100 Fax: (604) 323-7109

Price: (not available)

ISBN/Order No: 0-9634335-1-2



Martin's Concise Japanese Dictionary: English-Japanese, Japanese-English

Author(s): *Martin, Samuel E., ed.*

General Description: Book is a Japanese-English dictionary that features more than 18 000 entries written in romanized Japanese and kanji and kana. Along with definitions, sample phrases and sentences help students to select the correct word. Although compact, the font size is clear and easy to read. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Raincoast Book Distribution*
8680 Cambie Street
Vancouver, BC
V6P 6M9

Tel: (604) 323-7100 Fax: (604) 323-7109

Price: \$24.50

ISBN/Order No: 0-8048-1912-2



**Merriam Webster's Japanese-English
Learner's Dictionary**

General Description: Easy-to-use Japanese-English dictionary is a comprehensive romanized dictionary. Key features include vocabulary words selected for frequency of use, example sentences and phrases with English translation, single alphabetical listing of all vocabulary items, and visuals to supplement meaning. Includes a guide to Japanese pronunciation and an outline of Japanese grammar. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓				✓	

Year Recommended: 1995

Supplier: *Thomas Allen & Son Limited*
390 Steelcase Road East
Markham, ON
L3R 1G2

Tel: 1-800-387-4333 Fax: (905) 475-6747

Price: \$42.95

ISBN/Order No: 0-87779-164-3



Moshi Moshi

General Description: Two-level Australian language series comprises a teacher's handbook, student book, teacher's print resource package, and an audio cassette containing songs and material from the student book. Methodology of the series strongly supports communicative approach to language learning. Provides many activities. Goals and objectives surpass the minimum learning outcomes of the BC curriculum. Two other levels of this series are also recommended: *Niko Niko* and *Pera Pera*. Please see separate annotations for complete information. Also suitable for Introductory Japanese 11.

Audience: *General*

Gifted - opportunities for extension and independent or group study

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*
Communicating
Experiencing Creative Works
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

Year Recommended: 1995

Supplier: *Educare*
3335 Oak Street
Victoria, BC
V8X 1R2

Tel: 1-800-561-2251 Fax: (250) 475-3239

or

Cheng & Tsui Co.
25 West Street
Boston, MA
02111

Tel: (617) 426-6074 Fax: (617) 426-3669

or

Weigl Educational Publishers Ltd.
1902 - 11th Street SE
Calgary, AB
T2G 3G2

Tel: 1-800-668-0766 Fax: (403) 233-7769

Price: (not available)

ISBN/Order No: (not available)



**Multimedia Kanji Learning System:
Kantaro, Volume 1**

General Description: Multimedia package consists of a CD-ROM for Windows with 200 basic kanji, a textbook, and a user's guide. Topics include nature and physical objects, numbers and quantity, basic words, complex kanji, family, directions, seasons, time, and so on. Includes games and review. Textbook provides exercises and review, reading, and writing practice to support the course.

System requirements: 386 or later; Windows 3.1 or later; 4 Mb RAM; 3 MB free disk space; CD-ROM drive; VGA display or later; sound card; graphics card; mouse.

Audience: *General*
Gifted - opportunities for independent practice and extension
LD - very easy to use

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*
Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: 1995

Supplier: *Pacific Rim Publishers*
#302 - 130 East 15th Avenue
Vancouver, BC
V5T 4L3

Tel: (604) 872-7373 Fax: (604) 872-2622

Price: \$129.00

ISBN/Order No: (not available)



**Nihongo Daisuki! Japanese For
Children Through Games and Songs**

Author(s): *Hirate, Susan H.; Kawaura, Noriko*

General Description: Manual is a useful resource for the beginning year of a Japanese program. It emphasizes a communicative approach to learning Japanese. Reading and writing are not introduced. Suggests lesson plans to cover 25 weeks. Offers a taste of Japanese through games, songs, puppets, and related activities.

Caution: *Song "Ten Little Indian Boys" is included and should be adapted.*

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓							

Year Recommended: 1992

Supplier: *Bess Press*
P.O. Box 22388
Honolulu, HI
96823

Tel: (808) 734-7159 Fax: (808) 732-3627

or

Sophia Bookstore
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 0-935848-82-7



Nihongo: First Lessons in Kanji

General Description: This book is designed as a guide for beginning learners of Japanese to learn kanji. It includes 500 kanji, most of which may be considered as necessary for students of elementary-level Japanese. Each character description and related information are presented in both Japanese and English.

Audience: *General*
Gifted - appropriate for more advanced students

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 4-89358-033-7



Nihongo No Kiso: Japanese Kana Workbook

General Description: Resource provides clear worksheets for hiragana and katakana practice. Provides stroke order for each individual kana and practice for printing words and sentences. Subsections contain a list of all letters, drills and exercises, hints and suggestions, notes, and general exercises. Also suitable for Introductory Japanese 11.

Audience: *General*
Category: *Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	

Year Recommended: 1992

Supplier: *Sophia Bookstore*
725 Nelson Street
Vancouver, BC
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: (not available)

ISBN/Order No: 4-906224-28-8



Nihongo Notes 1: Speaking and Living in Japan

Author(s): *Mizutani, Osamo; Mizutani, Nobuko*

General Description: Pocket-sized book explains subtle nuances of common Japanese expressions that are sometimes misunderstood by non-native speakers. It provides practical and often humorous examples of proper and improper usage of more than 70 Japanese words and phrases. When stock of this title is no longer available from Learning Resources Branch, please direct orders to the Sophia Bookstore.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Acquiring Information
Communicating
Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: *1995*

Supplier: *Learning Resources Branch
878 Viewfield Road
Victoria, BC
V9A 4V1*

Tel: (250) 387-5331 Fax: (250) 387-1527

or

*Sophia Bookstore
725 Nelson Street
Vancouver, BC
V6Z 2A8*

Tel: (604) 684-4032 Fax: (604) 684-1683

Price: \$19.00

ISBN/Order No: 4-7890-0068-0



Niko Niko

General Description: Two-level Australian series comprises a teacher's handbook, teacher's print resource package, student book for Stage B, and an audio cassette of songs and material from the student book. Content matches or exceeds expectations of the BC curriculum, but supplementation is required to meet the orthography outcomes. Uses an activity-based approach to language learning. Two other levels of this series are also recommended: *Moshi Moshi* and *Pera Pera*. Please see the separate annotations for complete information.

Caution: The song "Ten Little Indians" is on the audio cassette, and an activity sheet based on this song depicts a stereotypical view of First Nations people.

Audience: *General*
Gifted - opportunities for extension and independent or group study
LD - clear, simple language and text; supportive illustrations; clear Japanese characters

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*
Communicating
Experiencing Creative Works
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓			

Year Recommended: 1995

Supplier: *Educare*
 3335 Oak Street
 Victoria, BC
 V8X 1R2

Tel: 1-800-561-2251 Fax: (250) 475-3239

or

Cheng & Tsui Co.
 25 West Street
 Boston, MA
 02111

Tel: (617) 426-6074 Fax: (617) 426-3669

or

Weigl Educational Publishers Ltd.
 1902 - 11th Street SE
 Calgary, AB
 T2G 3G2

Tel: 1-800-668-0766 Fax: (403) 233-7769

Price: (not available)

ISBN/Order No: (not available)



NTC's Basic Japanese

Author(s): *Williams, Lynn*

General Description: Two-level American series comprises at each level a teacher's manual, student text, and student workbook. Teacher's manual contains aims and objectives and detailed lesson plans to match the student books. Student text is organized around broad functional topics that are suborganized into units. Each unit introduces new, relevant language. There are vocabulary lists in both kana and romaji followed by model dialogues, notes on language points, and activities. Kana is introduced gradually throughout; hiragana in Level 1; and katakana in Level 2. Workbook contains further activities and exercises. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*
Communicating
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	

Year Recommended: 1995

Supplier: *Copp Clark Ltd.*
 2775 Matheson Boulevard East
 Mississauga, ON
 L4W 4P7

Tel: (905) 238-6074 Fax: (905) 238-6075

Price: (not available)

ISBN/Order No: (not available)



Pera Pera

General Description: Australian series comprises a teacher's handbook, student book, teacher's print resource package, and an audio cassette containing songs and material from the student book. Methodology strongly supports the communicative approach to language learning. Provides many activities. Recommended as a teacher resource, as goals and objectives surpass minimum learning outcomes of B.C. curriculum. Two other levels of this series are also recommended: *Niko Niko* and *Moshi Moshi*. Please see the separate annotations for complete information.

Audience: *General*

Gifted - opportunities for extension and independent or group study

Category: *Teacher Resource*

Curriculum Organizer(s): *Acquiring Information*
Communicating
Experiencing Creative Works
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
										✓

Year Recommended: 1995

Supplier: *Educare*
 3335 Oak Street
 Victoria, BC
 V8X 1R2

Tel: 1-800-561-2251 Fax: (604) 475-3239

or

Cheng & Tsui Co.
 25 West Street
 Boston, MA
 02111

Tel: (617) 426-6074 Fax: (617) 426-3669

or

Weigl Educational Publishers Ltd.
 1902 - 11th Street SE
 Calgary, AB
 T2G 3G2

Tel: 1-800-668-0766 Fax: (403) 233-7769

Price: (not available)

ISBN/Order No: (not available)



Power Japanese

General Description: Award-winning multimedia CD-ROM for Windows comprises an extensive beginning Japanese-language course. Main topics are "Hiragana," "Katakana," "Grammar," "Dialogues," and "Homestretch." It addresses kana readings, word order, particle use, adjectives, and so on. Provides drills for practice. Includes learning strategy guide, dictionary, installation guide, exercise book, and small flashcards. May also be used for Introductory Japanese 11.

System requirements: 386 or later; Windows 3.1; 4 Mb RAM (8 Mb recommended); 7 Mb free disk space (16 Mb for floppy-disk version); VGA/SVGA display adapter; mouse.

Audience: *General*

Gifted - opportunities for independent study

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Communicating*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

Year Recommended: 1995

Supplier: *BayWare Inc.*
 1660 S. Amphlet Blvd., Suite 128
 San Mateo, CA
 94402

Tel: (415)-286-4481 Fax: (415)-578-1884

Price: \$159.00

ISBN/Order No: 1-883653-02-9/PJ5001-FG-001



Rapanese 1, 2, 3

General Description: Three audio cassettes totalling approximately 90 minutes teach pronunciation and rhythm in a musical way. Each tape contains 11 or 12 songs that are first modelled slowly, acappella, then recited with the background music. The songs become increasingly difficult. Lyrics are printed on each cassette liner. Also suitable for Introductory Japanese 11.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Communicating
Experiencing Creative Works*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended: 1992

Supplier: *Bonjour Books*
Unit 2135, 11871 Horseshoe Way
Richmond, BC
V7A 5H5

Tel: 1-800-665-8002 Fax: (604) 274-2665

Price: \$12.95 each

ISBN/Order No: (not available)



Working Women: Personal and Social Goals

General Description: Twenty-nine-minute colour video examines the role of Japanese women by presenting the aspirations of three women. Although marriage is still an important goal, many women are no longer satisfied with traditional roles. Video portrays the opportunities for and limitations of Japanese women in the workplace.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: 1995

Supplier: *Canadian Learning Company Inc.*
63 Mack Avenue
Scarborough, ON
M1L 1M5

Tel: (416) 691-9094 Fax: (416) 691-8833

Price: \$89.95

ISBN/Order No: (not available)



Yookoso! An Invitation to Contemporary Japanese

Author(s): *Tohsaku, Yasu-Hiko*

General Description: Grammar-oriented text, the first level of a series for university students, comprises in-depth grammar explanations; culture notes; and reading, writing, and skill-practice exercises. Topics cover classmates, my town, everyday life, weather, leisure activities, food, and shopping. Goals, objectives, and content greatly surpass minimum learning outcomes of the B.C. curriculum. Independent student use is not recommended, due to small font size.

Audience: *General*

Category: *Teacher Resource*

Curriculum Organizer(s): *Acquiring Information
Communicating
Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
										✓

Year Recommended: 1995

Supplier: *McGraw-Hill Ryerson Ltd. (Ontario)*
300 Water Street
Whitby, ON
L1N 9B6

Tel: 1-800-565-5758 (orders only)

Fax: (905) 430-5020

Price: \$59.95

ISBN/Order No: 0-07-072291-9



APPENDIX C

Cross-Curricular Interests

The three principles of learning stated in the introduction of this Integrated Resource Package (IRP) support the foundation of The Kindergarten to Grade 12 Education Plan. They have guided all aspects of the development of this document, including the curriculum outcomes, instructional strategies, assessment strategies, and learning resource evaluations.

In addition to these three principles, the Ministry of Education, Skills and Training wants to ensure that education in British Columbia is relevant, equitable, and accessible to all learners. In order to meet the needs of all learners, the development of each component of this document has been guided by a series of cross-curricular reviews. This appendix outlines the key aspects of each of these reviews. The information here is intended to guide the users of this document as they engage in school and classroom organization and instructional planning and practice.

The areas of cross-curricular interest are:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

APPLIED FOCUS IN CURRICULUM

An applied focus combines the following components in curriculum development, consistent with the nature of each subject area:

Learning Outcomes—expressed as observable, measurable, and reportable abilities or skills

Employability Skills—inclusion of outcomes or strategies that promote skills that will enable students to be successful in the workplace (e.g., literacy, numeracy, critical and creative thinking, problem solving, technology, and information management)

Contextual Learning—an emphasis on learning by doing; the use of abstract ideas and concepts, including theories, laws, principles, formulae, rules, or proofs in a practical context (e.g., home, workplace, community)

Interpersonal Skills—inclusion of strategies that promote co-operative activities and teamwork

Career Development—inclusion of appropriate connections to careers, occupations, entrepreneurship, or the workplace

An applied focus in all subjects and courses promotes the use of practical applications to demonstrate theoretical knowledge. Using real-world and workplace problems and situations as a context for the application of theory makes school more relevant to students' needs and goals. An applied focus strengthens the link between what students need to know to function effectively in the workplace or in postsecondary education and what they learn in Kindergarten through Grade 12.

Some examples of an applied focus in different subjects are:

English Language Arts—increasing emphasis on language used in everyday situations and in the workplace, such as for job interviews, memo and letter writing, word processing, and technical communications (including the ability to interpret technical reports, manuals, tables, charts, and graphics)

Mathematics—more emphasis on skills needed in the workplace, including knowledge of probability and statistics, logic, measurement theory, and problem solving

Science—more practical applications and hands-on experience of science, such as reducing energy waste in school or at home, caring for a plant or animal in the classroom, and using computers to produce tables and graphs and for spreadsheets

Business Education—more emphasis on real-world applications such as preparing résumés and personal portfolios, participating in groups to solve business communication problems, using computer software to keep records, and using technology to create and print marketing material

Visual Arts—applying visual arts skills to real-world design, problem solving, and communications; exploring career applications of visual arts skills; experimenting with a variety of new technologies to create images; and a new emphasis on creating and understanding images of social significance to the community

This summary is derived from *The Kindergarten to Grade 12 Education Plan* (September 1994), and curriculum documents from British Columbia and other jurisdictions.

CAREER DEVELOPMENT

Career development is an ongoing process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices.

Students develop:

- an open attitude toward a variety of occupations and types of work
- an understanding of the relationship between work and leisure, work and the family, and work and one's interests and abilities

- an understanding of the role of technology in the workplace and in daily life
- an understanding of the relationship between work and learning
- an understanding of the changes taking place in the economy, society, and the job market
- an ability to construct learning plans and reflect on the importance of lifelong learning
- an ability to prepare for multiple roles throughout life

The main emphases of career development are career awareness, career exploration, career preparation, career planning, and career work experience.

In the Primary Years

Career awareness promotes an open attitude toward a variety of career roles and types of work. Topics include:

- the role of work and leisure
- relationships among work, the family, one's personal interests, and one's abilities

A variety of careers can be highlighted through the use of in-class learning activities that focus on the students themselves and on a range of role models, including non-traditional role models.

In Grades 4 to 8

The emphasis on self-awareness and career awareness is continued. Topics include:

- interests, aptitudes, and possible future goals
- technology in the workplace and in our daily lives
- social, family, and economic changes
- future education options
- career clusters (careers that are related to one another)
- lifestyles
- external influences on decision making

Games, role-playing, drama, and appropriate community volunteer experience can be used to help students actively explore the world of work. Field experiences in which students observe and interview workers in their occupational environments may also be appropriate. These learning activities will facilitate the development of interpersonal communications and group problem-solving skills needed in the workplace and in other life situations.

In Grades 9 and 10

The emphasis is on providing students with opportunities to prepare for and make appropriate and realistic decisions. In developing their student learning plans, they will relate self-awareness to their goals and aspirations. They will also learn many basic skills and attitudes that are required for an effective transition into adulthood. This will assist in preparing them to be responsible and self-directed throughout their lives.

Topics include:

- entrepreneurial education
- employability skills (e.g., how to find and keep a job)
- the importance of lifelong education and career planning
- involvement in the community
- the many different roles that an individual can play throughout life
- the dynamics of the working world (e.g., unions, unemployment, supply and demand, Pacific Rim, free trade)

The examination of personal interests and skills through a variety of career exploration opportunities (e.g., job shadowing) is emphasized at this level. Group discussion and individual consultation can be used to help students examine and confirm their personal values and beliefs.

In Grades 11 and 12

Career development in these grades is focussed more specifically on issues related to the world of work. These include:

- dynamics of the changing work force and changing influences on the job market (e.g., developing technology and economic trends)
- job-keeping and advancement skills (interpersonal skills needed in the workplace, employment standards)
- occupational health issues and accessing health support services
- funding for further education
- alternative learning strategies and environments for different life stages
- mandatory work experience (minimum 30 hours)

Work Experience

Work experience provides students with opportunities to participate in a variety of workplace situations to help prepare them for the transition to a work environment.

Work experience also provides students with opportunities to:

- connect what they learn in school with the skills and knowledge needed in the workplace and society in general
- experience both theoretical and applied learning, which is part of a broad liberal education
- explore career directions identified in their Student Learning Plans

Descriptions of career development are drawn from the ministry's *Career Developer's Handbook, Guidelines for the Kindergarten to Grade 12 Education Plan, Implementation Resource, Part 1*, and the *Career and Personal Planning 8 to 12 IRP* (1997).

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL assistance is provided to students whose use of English is sufficiently different from standard English to prevent them from reaching their potential. Many students learning English speak it quite fluently and seem to be proficient. School, however, demands a more sophisticated version of English, both in reading and writing. Thus even fluent speakers might require ESL to provide them with an appropriate language experience that is unavailable outside the classroom. ESL is a transitional service rather than a subject. Students are in the process of learning the language of instruction and, in many cases, the content matter of subjects appropriate to their grade level. Thus ESL does not have a specific curriculum. The provincial curriculum is the basis of much of the instruction and is used to teach English as well as individual subject areas. It is the methodology, the focus, and the level of engagement with the curriculum that differentiates ESL services from other school activities.

Students in ESL

Nearly 10% of the British Columbia school population is designated as ESL students. These students come from a diversity of backgrounds. Most are recent immigrants to British Columbia. Some are Canadian-born but have not had the opportunity to learn English before entering the primary grades. The majority of ESL students have a well-developed language system and have had similar schooling to that of British Columbia-educated students. A small number, because of previous experiences, are in need of basic support such as literacy training, academic upgrading, and trauma counselling.

Teachers may have ESL students at any level in their classes. Many ESL students are placed in subject-area classes primarily for the purpose of contact with English-speaking peers and experience with the subject and language. Other ESL students are wholly integrated into subject areas. A successful integration takes place when the student has reached a level of English proficiency and background knowledge in a subject to be successful with a minimum of extra support.

Optimum Learning Environment

The guiding principle for ESL support is the provision of a learning environment where the language and concepts can be understood by students.

Good practices to enhance learning include:

- using real objects and simple language at the beginning level
- taking into consideration other cultural backgrounds and learning styles at any level
- providing adapted (language-reduced) learning materials
- respecting a student's "silent period" when expression does not reflect the level of comprehension
- allowing students to practise and internalize information before giving detailed answers
- differentiating between form and content in student writing
- keeping in mind the level of demand placed on students

This summary is drawn from *Supporting Learners of English: Information for School and District Administrators*, RB0032, 1993, and *ESL Policy Discussion Paper (Draft)*, Social Equity Branch, December 1994.

ENVIRONMENT AND SUSTAINABILITY

Environmental education is defined as a way of understanding how humans are part of and influence the environment. It involves:

- students learning about their connections to the natural environment through all subjects
- students having direct experiences in the environment, both natural and human-built
- students making decisions about and acting for the environment

The term *sustainability* helps to describe societies that “promote diversity and do not compromise the natural world for any species in the future.”

Value of Integrating Environment and Sustainability Themes

Integrating “environment and sustainability” themes into the curriculum helps students develop a responsible attitude toward caring for the earth. Students are provided with opportunities to identify their beliefs and opinions, reflect on a range of views, and ultimately make informed and responsible choices.

Some guiding principles that support the integration of “environment and sustainability” themes in subjects from Kindergarten to Grade 12 include:

- Direct experience is the basis of learning.
- Responsible action is integral to, and a consequence of, environmental education.
- Life on Earth depends on, and is part of, complex systems.
- Human decisions and actions have environmental consequences.
- Environmental awareness enables students to develop an aesthetic appreciation of the environment.

- The study of the environment enables students to develop an environmental ethic.

This summary is derived from *Environmental Concepts in the Classroom: A Guide for Teachers*, Ministry of Education, 1995.

ABORIGINAL STUDIES

Aboriginal studies focus on the richness and diversity of Aboriginal cultures and languages. These cultures and languages are examined within their own unique contexts and within historical, contemporary, and future realities. Aboriginal studies are based on a holistic perspective that integrates the past, present, and future. Aboriginal peoples are the original inhabitants of North America and live in sophisticated, organized, and self-sufficient societies. The First Nations constitute a cultural mosaic as rich and diverse as that of Western Europe, including different cultural groups (e.g., Nisga’a, KwaKwaka’Wakw, Nlaka’pamux, Secwepemc, Skomish, Tsimshian). Each is unique and has a reason to be featured in the school system. The First Nations of British Columbia constitute an important part of the historical and contemporary fabric of the province.

Value of Integrating Aboriginal Studies

- First Nations values and beliefs are durable and relevant today.
- There is a need to validate and substantiate First Nations identity.
- First Nations peoples have strong, dynamic, and evolving cultures that have adapted to changing world events and trends.
- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual respect.

- There is a need for informed, reasonable discussion and decision making regarding First Nations issues, based on accurate information (for example, as modern treaties are negotiated by Canada, British Columbia, and First Nations).

In studying First Nations, it is expected that students will:

- demonstrate an understanding and appreciation for the values, customs, and traditions of First Nations peoples
- demonstrate an understanding of and appreciation for unique First Nations communications systems
- demonstrate a recognition of the importance of the relationship between First Nations peoples and the natural world
- recognize dimensions of First Nations art as a total cultural expression
- give examples of the diversity and functioning of the social, economic, and political systems of First Nations peoples in traditional and contemporary contexts
- describe the evolution of human rights and freedoms as they pertain to First Nations peoples

Some examples of curriculum integration include:

Visual Arts—comparing the artistic styles of two or more First Nations cultures

English Language Arts—analysing portrayals and images of First Nations peoples in various works of literature

Home Economics—identifying forms of food, clothing, and shelter in past and contemporary First Nations cultures

Technology Education—describing the sophistication of traditional First Nations technologies (e.g., bentwood or kerfed boxes, weaving, fishing gear)

Physical Education—participating in and developing an appreciation for First Nations games and dances

This summary is derived from *First Nations Studies: Curriculum Assessment Framework (Primary Through Graduation)*, Aboriginal Education Branch, 1992, and *B.C. First Nations Studies 12 Curriculum*, Aboriginal Education Branch, 1994.

GENDER EQUITY

Gender-equitable education involves the inclusion of the experiences, perceptions, and perspectives of girls and women, as well as boys and men, in all aspects of education. It will initially focus on girls in order to redress historical inequities. Generally, the inclusive strategies, which promote the participation of girls, also reach boys who are excluded by more traditional teaching styles and curriculum content.

Principles of Gender Equity in Education

- All students have the right to a learning environment that is gender equitable.
- All education programs and career decisions should be based on a student's interest and ability, regardless of gender.
- Gender equity incorporates a consideration of social class, culture, ethnicity, religion, sexual orientation, and age.
- Gender equity requires sensitivity, determination, commitment, and vigilance over time.
- The foundation of gender equity is co-operation and collaboration among students, educators, education organizations, families, and members of communities.

General Strategies for Gender-Equitable Teaching

- Be committed to learning about and practising equitable teaching.
- Use gender-specific terms to market opportunities—for example, if a technology fair has been designed to appeal to girls, mention girls clearly and specifically. Many girls assume that gender-neutral language in non-traditional fields means boys.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for female and male students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- Comments received from female students suggest that they particularly enjoy integrative thinking; understanding context as well as facts; and exploring social, moral, and environmental impacts of decisions.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as co-operative and collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).
- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore many perspectives and to use different sources of information; refer to female and male experts.
- Manage competitiveness in the classroom, particularly in areas where male students typically excel.
- Watch for biases (e.g., in behaviour or learning resources) and teach students strategies to recognize and work to eliminate inequities they observe.
- Be aware of accepted gender-bias practices in physical activity (e.g., in team sport, funding for athletes, and choices in physical education programs).
- Do not assume that all students are heterosexual.
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biased behaviour: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biases observe your teaching and discuss any potential bias they may observe.
- Be consistent over time.

This summary is derived from the preliminary *Report of the Gender Equity Advisory Committee*, received by the Ministry of Education in February 1994, and from a review of related material.

INFORMATION TECHNOLOGY

Information technology is the use of tools and electronic devices that allow us to create, explore, transform, and express information.

Value of Integrating Information Technology

As Canada moves from an agricultural and industrial economy to the information age, students must develop new knowledge, skills, and attitudes. The information technology curriculum has been developed to be integrated into all new curricula to ensure that students know how to use computers and gain the technological literacy demanded in the workplace.

In learning about information technology, students acquire skills in information analysis and evaluation, word processing, database analysis, information management, graphics, and multimedia applications. Students also identify ethical and social issues arising from the use of information technology.

With information technology integrated into the curriculum, students will be expected to:

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- relate information technology to personal and social issues
- define a problem and develop strategies for solving it
- apply search criteria to locate or send information
- transfer information from external sources
- evaluate information for authenticity and relevance
- arrange information in different patterns to create new meaning
- modify, revise, and transform information
- apply principles of design affecting the appearance of information
- deliver a message to an audience using information technology

The curriculum organizers are:

- **Foundations**—provides the basic physical skills and intellectual and personal understanding required to use information technology, as well as self-directed learning skills and socially responsible attitudes
- **Process**—allows students to select, organize, and modify information to solve problems

- **Presentation**—provides students with an understanding of how to communicate ideas effectively using a variety of information technology tools

This information is derived from the Information Technology K to 12 curriculum.

MEDIA EDUCATION

Media education is a multidisciplinary and interdisciplinary approach to the study of media. Media education deals with key media concepts and focusses on broad issues such as the history and role of media in different societies and the social, political, economic, and cultural issues related to the media. Instead of addressing the concepts in depth, as one would in media studies, media education deals with most of the central media concepts as they relate to a variety of subjects.

Value of Integrating Media Education

Popular music, TV, film, radio, magazines, computer games, and information services—all supplying media messages—are pervasive in the lives of students today. Media education develops students' abilities to think critically and independently about issues that affect them. Media education encourages students to identify and examine the values contained in media messages. It also cultivates the understanding that these messages are produced by others to inform, persuade, and entertain for a variety of purposes. Media education helps students understand the distortions that may result from the use of particular media practices and techniques.

All curriculum areas provide learning opportunities for media education. It is not taught as a separate curriculum.

The key themes of media education are:

- media products (purpose, values, representation, codes, conventions, characteristics, production)
- audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media)
- media and society (control, scope)

Examples of curriculum integration include:

English Language Arts—critiquing advertising and examining viewpoints

Visual Arts—analysing the appeal of an image by age, gender, status, and other characteristics of the target audience

Personal Planning—examining the influence of the media on body concepts and healthy lifestyle choices

Drama—critically viewing professional and amateur theatre productions, dramatic films, and television programs to identify purpose

Social Studies—comparing the depiction of First Nations in the media over time

This summary is derived from *A Cross-Curricular Planning Guide for Media Education*, prepared by the Canadian Association for Media Education for the Curriculum Branch in 1994.

MULTICULTURALISM AND ANTI-RACISM EDUCATION

Multiculturalism Education

Multiculturalism education stresses the promotion of understanding, respect, and acceptance of cultural diversity within our society.

Multiculturalism education involves:

- recognizing that everyone belongs to a cultural group
- accepting and appreciating cultural diversity as a positive feature of our society

- affirming that all ethnocultural groups are equal within our society
- understanding that multiculturalism education is for all students
- recognizing that similarities across cultures are much greater than differences and that cultural pluralism is a positive aspect in our society
- affirming and enhancing self-esteem through pride in heritage, and providing opportunities for individuals to appreciate the cultural heritage of others
- promoting cross-cultural understanding, citizenship, and racial harmony

Anti-Racism Education

Anti-racism education promotes the elimination of racism through identifying and changing institutional policies and practices as well as identifying individual attitudes and behaviours that contribute to racism.

Anti-racism education involves:

- proposing the need to reflect on one's own attitudes about race and anti-racism
- understanding what causes racism in order to achieve equality
- identifying and addressing racism at both the personal and institutional level
- acknowledging the need to take individual responsibility for eliminating racism
- working toward removing systemic barriers that marginalize groups of people
- providing opportunities for individuals to take action to eliminate all forms of racism, including stereotypes, prejudice, and discrimination

Value of Integrating Multiculturalism and Anti-Racism Education

Multiculturalism and anti-racism education provides learning experiences that promote strength through diversity and social,

economic, political, and cultural equity. Multiculturalism and anti-racism education gives students learning experiences that are intended to enhance their social, emotional, aesthetic, artistic, physical, and intellectual development. It provides learners with the tools of social literacy and skills for effective cross-cultural interaction with diverse cultures. It also recognizes the importance of collaboration between students, parents, educators, and communities working toward social justice in the education system.

The key goals of multiculturalism and anti-racism education are:

- to enhance understanding of and respect for cultural diversity
- to increase creative intercultural communication in a pluralistic society
- to provide equal opportunities for educational achievement by all learners, regardless of culture, national origin, religion, or social class
- to develop self-worth, respect for oneself and others, and social responsibility
- to combat and eliminate stereotyping, prejudice, discrimination, and other forms of racism
- to include the experiences of all students in school curricula

Examples of curriculum integration include:

Fine Arts—identifying ways in which the fine arts portray cultural experiences

Humanities—identifying similarities and differences within cultural groups' lifestyles, histories, values, and beliefs

Mathematics or Science—recognizing that individuals and cultural groups have used both diverse and common methods to compute, to record numerical facts, and to measure

Physical Education—developing an appreciation of games and dances from diverse cultural groups

This summary is derived from *Multicultural and Anti-Racism Education—Planning Guide (Draft)*, developed by the Social Equity Branch in 1994.

SCIENCE-TECHNOLOGY-SOCIETY

Science-Technology-Society (STS) addresses our understanding of inventions and discoveries and of how science and technology affect the well-being of individuals and our global society.

The study of STS includes:

- the contributions of technology to scientific knowledge and vice versa
- the notion that science and technology are expressions of history, culture, and a range of personal factors
- the processes of science and technology such as experimentation, innovation, and invention
- the development of a conscious awareness of ethics, choices, and participation in science and technology

Value of Integrating STS

The aim of STS is to enable learners to investigate, analyse, understand, and experience the dynamic interconnection of science, technology, and human and natural systems.

The study of STS in a variety of subjects gives students opportunities to:

- discover knowledge and develop skills to foster critical and responsive attitudes toward innovation
- apply tools, processes, and strategies for actively challenging emerging issues
- identify and consider the evolution of scientific discovery, technological change, and human understanding over time, in the context of many societal and individual factors

- develop a conscious awareness of personal values, decisions, and responsible actions about science and technology
- explore scientific processes and technological solutions
- contribute to responsible and creative solutions using science and technology

The organizing principles of STS are: Human and Natural Systems, Inventions and Discoveries, Tools and Processes, Society and Change. Each organizer may be developed through a variety of contexts, such as the economy, the environment, ethics, social structures, culture, politics, and education. Each context provides a unique perspective for exploring the critical relationships that exist and the challenges we face as individuals and as a global society.

Examples of curriculum integration include:

Visual Arts—recognizing that demands generated by visual artists have led to the development of new technologies and processes (e.g., new permanent pigments, fritted glazes, drawing instruments)

English Language Arts—analysing the recent influence of technologies on listening, speaking, and writing (e.g., CDs, voice mail, computer-generated speech)

Physical Education—studying how technology has affected our understanding of the relationship between activity and well-being

This summary is derived from *Science-Technology-Society—A Conceptual Framework*, Curriculum Branch, 1994.

SPECIAL NEEDS

Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature; or have learning disabilities; or have exceptional gifts or talents.

All students can benefit from an inclusive learning environment that is enriched by the diversity of the people within it. Opportunities for success are enhanced when provincial learning outcomes and resources are developed with regard for a wide range of student needs, learning styles, and modes of expression.

Educators can assist in creating more inclusive learning environments by introducing the following:

- activities that focus on development and mastery of foundational skills (basic literacy)
- a range of co-operative learning activities and experiences in the school and community, including the application of practical, hands-on skills in a variety of settings
- references to specialized learning resources, equipment, and technology
- ways to accommodate special needs (e.g., incorporating adaptations and extensions to content, process, product, pacing, and learning environment; suggesting alternative methodologies or strategies; making references to special services)
- a variety of ways, other than through paper-and-pencil tasks, for students to demonstrate learning (e.g., dramatizing events to demonstrate understanding of a poem, recording observations in science by drawing or by composing and performing a music piece)
- promotion of the capabilities and contributions of children and adults with special needs
- participation in physical activity

All students can work toward achievement of the provincial learning outcomes. Many students with special needs learn what all students are expected to learn. In some cases

the student's needs and abilities require that education programs be adapted or modified. A student's program may include regular instruction in some subjects, modified instruction in others, and adapted instruction in still others. Adaptations and modifications are specified in the student's Individual Education Plan (IEP).

Adapted Programs

An adapted program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These adaptations may include alternative formats for resources (e.g., braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues, learning aids), and assessment procedures (e.g., oral exams, additional time). Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full credit.

Modified Programs

A modified program has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. For example, a Grade 5 student in language arts may be working on recognizing common signs and using the telephone, or a secondary student could be mapping the key features of the main street between school and home. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.



APPENDIX D

Assessment and Evaluation

Prescribed learning outcomes, expressed in measurable terms, provide the basis for the development of learning activities, and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular Japanese program.

ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, oral and written reports, performance reviews, and portfolio assessments.

Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Students benefit most when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to prescribed curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for Japanese 5 to 12.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or performance rubrics (reference sets) are three ways that student performance can be evaluated using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

Criterion-referenced evaluation may be based on these steps:

- Step 1** ▶ Identify the expected learning outcomes (as stated in this Integrated Resource Package).
- Step 2** ▶ Identify the key learning objectives for instruction and learning.
- Step 3** ▶ Establish and set criteria. Involve students, when appropriate, in establishing criteria.
- Step 4** ▶ Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
- Step 5** ▶ Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 6** ▶ Provide examples of the desired levels of performance.
- Step 7** ▶ Implement the learning activities.
- Step 8** ▶ Use various assessment methods based on the particular assignment and student.
- Step 9** ▶ Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 10** ▶ Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.
- Step 11** ▶ Report the results of the evaluations to students and parents.



APPENDIX D

Assessment and Evaluation Samples

The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction tasks and strategies; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

- identification of the prescribed learning outcomes
- overview
- planning for assessment and evaluation
- defining the criteria
- assessing and evaluating student performance

Prescribed Learning Outcomes

This part identifies the organizer or organizers and the specific prescribed learning outcomes selected for the sample.

Overview

This is a summary of the key features of the sample.

Planning for Assessment and Evaluation

This part outlines:

- background information to explain the classroom context
- instructional tasks
- the opportunities that students were given to practise learning
- the feedback and support that was offered students by the teacher
- the ways in which the teacher prepared students for the assessment

Defining the Criteria

This part illustrates the specific criteria (based on prescribed learning outcomes), the assessment task, and various reference sets.

Assessing and Evaluating Student Performance

This part includes:

- assessment tasks or activities
- the support that the teacher offered students
- tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Japanese 5 to 12.

- Sample 1: Grade 5
Clothing
(Page D-8)
- Sample 2: Grade 7
Stories and Celebrations
(Page D-11)
- Sample 3: Grade 9
Self and Family
(Page D-15)
- Sample 4: Grade 10
Shopping
(Page D-19)
- Sample 5: Grade 11
Location, Position, and Direction
(Page D-22)
- Sample 6: Grade 12
Gift Giving and Receiving
(Page D-29)

▼ **SAMPLE 1: GRADE 5**

Topic: Clothing

Prescribed Learning Outcomes:

Communicating

It is expected that students will:

- ask and respond to simple questions

Acquiring Information

It is expected that students will:

- locate information from age-appropriate Japanese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and to some extent in writing using some words and short phrases in *romaji*

Understanding Culture and Society

It is expected that students will:

- identify key vocabulary related to some characteristics of Japanese culture and society
- identify and demonstrate an understanding of some cultural elements of Japan

OVERVIEW

This three-week unit explored traditional Japanese clothing. Students developed vocabulary associated with clothing, had opportunities to ask and respond to simple questions, and examined details and traditions associated with Japanese clothing. Assessment was based on posters that students in pairs created and presented.

PLANNING FOR ASSESSMENT AND EVALUATION

Students engaged in a variety of activities to build vocabulary, practised asking questions and responding, and gained an awareness of aspects of Japanese culture. The goals for each day were discussed with students. The teacher highlighted the importance of participating and demonstrating an open attitude.

- Students viewed videos, slides, posters, photographs, and other illustrations showing a variety of formal and informal traditional Japanese clothing and accessories. As a class, students then brainstormed lists of specific features they noticed and questions they wanted to explore.
- Students tried on and experimented with wearing a variety of Japanese formal (*kimono*) and informal (*yukata*) wear and accessories. The teacher demonstrated how to correctly wear certain apparel and talked about traditions surrounding the clothing. Students added to their personal dictionaries vocabulary and diagrams related to Japanese clothing.
- Students observed and closely examined traditional clothing as represented in traditional Japanese block art. They then replicated pictures of traditional clothing using a similar style.
- Using Japanese magazines, students also created clothing collages around a theme or category of clothing.
- Throughout the unit, the teacher reviewed vocabulary, and students added words and pictures to their personal dictionaries.

- The teacher introduced students to stems such as *Nan desu ka?* (What is that?) _____ *desu.* (It is a _____ .) Students answered using nouns for clothing and apparel. Students practised using pictures or items of clothing for questions and responses.
- Students worked in pairs to create posters showing what they had learned about traditional clothing. They presented the posters orally to the class, using a question-and-answer format.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes and goals for this unit, explained the requirements of the tasks, and discussed the following key criteria.

Poster

- information is complete and relevant
- includes a variety of traditional clothing from different categories

- purpose of clothing is detailed and explained
- diagrams show specific features and characteristics
- logically organized and clearly presented

Oral Presentation

- practised structures are used correctly
- includes a variety of vocabulary for clothing
- pronunciation is approximate (message is generally understandable)
- attempts to self-correct
- uses non-verbal gestures to help convey meaning
- listens attentively to other students

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales based on the criteria to assess student performance. The teacher and students discussed the criteria and rating scales before the evaluation.

Poster

Rating	Criteria
Outstanding	Meets all criteria. Goes beyond the basic requirements to demonstrate additional learning (e.g., includes vocabulary beyond the practised list, uses <i>romaji</i> to identify clothing, features interesting or unusual details, labels include explanation or analysis).
Good	Complete and accurate. Uses the structures and vocabulary provided to present required information. Includes a wide variety of clothing.
Satisfactory	Meets the requirements. Clothing is mostly from limited categories. May omit some information or make errors (e.g., labels or matches to diagram are incorrect or incomplete).
Requirements Not Met	May be incomplete, inappropriate, or incomprehensible.

Oral Presentation

Rating	Criteria
Outstanding	The student presents the required information, typically reciting carefully rehearsed expressions and structures, and may include an introductory or concluding phrase. The student clearly makes an attempt to speak Japanese. The result is somewhat understandable, although it may take some effort on the part of the listener. Pauses tend to be at the end of phrases or sentences. Student shows awareness of his or her speech and attempts to self-correct (often by restating a sentence or phrase).
Good	The student reads or recites the required information. Most parts can be understood, given the context. Pauses frequently and may restart if he or she makes a blatant pronunciation error. May ask for confirmation after a particularly challenging word or phrase.
Satisfactory	The student reads or recites the information and attempts to provide accurate Japanese pronunciation of words and structures that have been practised in class. The results tend to mix Japanese and English pronunciations, sometimes within a single word, but it is comprehensible with some effort on the part of the listener (teacher may understand easily; students may have a great deal of difficulty). The student pauses frequently and tends to focus on individual words.
Requirements Not Met	May be incomplete, inappropriate, or incomprehensible.

▼ **SAMPLE 2 : GRADE 7**

Topic: Stories and Celebrations

Prescribed Learning Outcomes:*Communicating*

It is expected that students will:

- demonstrate a willingness to experiment with *hiragana* and *katakana* to communicate basic information

Acquiring Information

It is expected that students will:

- convey acquired information in oral and visual forms, and to some extent in writing using some words and short phrases in *romaji* and some words in *hiragana* and *katakana*

Experiencing Creative Works

It is expected that students will:

- view and listen to creative works with visual and contextual support, and respond to them in various ways

Understanding Culture and Society

It is expected that students will:

- demonstrate an understanding of the basic characteristics of Japanese daily life

OVERVIEW

During this unit, students looked at locally approved traditional Japanese stories such as *Bamboo Princess*, *Momotaro*, and *Issonboshi*. They also looked at related celebrations such as Girls' Day and Children's Day. (This unit began on Girls' Day, the third day of the third month, and ended on Children's Day,

the fifth day of the fifth month.) Assessment was based on displays recreating aspects of the celebrations, and the retelling of a story using the traditional storytelling form, *kamishibai*.

PLANNING FOR ASSESSMENT AND EVALUATION

- Students listened to a variety of traditional Japanese stories told in English. Then they discussed the characters, features, and intended message of each story. In groups, students dramatized aspects of the stories using a Readers' Theatre format.
- The teacher and students discussed similarities and differences between Japanese stories and other folk tales (e.g., English, other cultures). Students then looked at a variety of familiar folk tales and Japanese folk tales to compare heroes, imaginary creatures, and magical elements.
- Students watched videos about the traditional *samurai* and the roles of women and men in traditional Japanese society. Then they created traditional *samurai* hats and paper dolls using folding papers. Students also made traditional carp, which indicate the number of boys in a family.
- The teacher introduced students to the significance and unique aspects of Japanese celebrations such as Girls' Day and Children's Day. Students compared these celebrations to Mother's Day, Father's Day, and Valentine's Day.
- Groups of students researched specific aspects of the celebrations (e.g., food enjoyed at the celebrations, activities, clothing) and set up visual displays showing unique and significant aspects.
- Each student chose a story to retell to a

younger buddy. They followed the traditional storytelling form, *kamishibai*, using large story cards. Although most of the retelling was in English, students were encouraged to use Japanese words and phrases.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for activities in this unit and explained the requirements of each task to students. The teacher and students agreed that the following key criteria should be demonstrated in the assigned tasks.

Celebration Research and Display

- contains general details about the celebration
- indicates purpose of the celebration
- indicates significance of the celebration today and in the past
- offers accurate representations of key items and events (e.g., clothing, food)
- matches samples and examples to the event
- includes Japanese labels and words where appropriate
- logically organized with visual impact

Story Retelling

- includes key events
- organized in correct sequence
- represents all characters on cards
- reflects elements of Japanese culture and traditions in the cards (e.g., clothing, scenery, artistic style)
- incorporates common Japanese words and phrases such as *mukashi*, *mukashi* (long ago, long ago) as much as possible
- shows awareness of the audience (clarity, expression)

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate activities in this unit.

Celebration Research and Display

Criteria	Rating	Comments
<ul style="list-style-type: none"> contains general details about the celebration 		
<ul style="list-style-type: none"> indicates purpose of the celebration 		
<ul style="list-style-type: none"> indicates significance of the celebration today and in the past 		
<ul style="list-style-type: none"> offers accurate representations of key items and events (e.g., clothing, food) 		
<ul style="list-style-type: none"> matches samples and examples to the event 		
<ul style="list-style-type: none"> includes Japanese labels and words where appropriate 		
<ul style="list-style-type: none"> logically organized with strong visual impact 		

Key: 3—Outstanding

2—Good

1—Satisfactory

0—Not Demonstrated

Story Retelling

Rating	Criteria
Outstanding	Story follows appropriate sequence and has characters that are realistic and distinct. Student clearly portrays individual and unique aspects of the characters and uses various voices and expression. Story cards contain traditional aspects, and details in artwork represent Japanese style. Student reflects the traditional <i>kamishibai</i> way of telling a story. Japanese words, including those learned in other contexts, are incorporated. Student displays confidence, and pacing of story shows awareness of the audience.
Good	Story contains the important aspects. Characters are clearly defined. Student attempts to include storytelling elements. Story cards are complete, contain necessary information, and are used in retelling the story. Student attempts to follow the traditions of <i>kamishibai</i> . Includes learned Japanese words and phrases. Student shows an awareness of the audience.
Satisfactory	Story has most of the important aspects, although the characters or sequence of events are not clearly defined. Story cards are used but not always at the appropriate place; may not represent the significant aspects of the story. There is some awareness of the traditions surrounding <i>kamishibai</i> . Includes some learned Japanese words and phrases, although they are not always understandable. Student may pause and need some support to continue.
Requirements Not Met	May be incomplete, inappropriate, or incomprehensible

▼ **SAMPLE 3: GRADE 9***Topic: Self and Family***Prescribed Learning Outcomes:***Communicating*

It is expected that students will:

- ask for and give simple information and assistance
- initiate and maintain short conversations about personal interests
- express basic information using *hiragana* and some *katakana*

Acquiring Information

It is expected that students will:

- convey acquired information in oral and visual forms, and in writing using basic *hiragana* and some *katakana*

OVERVIEW

In this unit on self and family, students participated in a variety of activities to develop communication skills and strategies. Evaluation was based on written paragraphs and speeches in which students described themselves and their families (or fictional characters and their families).

PLANNING FOR ASSESSMENT AND EVALUATION

- Students completed family-tree diagrams for themselves (or for fictional characters of their choice) using specific vocabulary to define the various family relationships. Students practised using the vocabulary in practice interactions and role plays.

- Students read a description about a family interaction and then chose, from a group of pictures, a picture that matched the description. They discussed as a class the key words in the description they used to make the match.
- To build descriptive vocabulary, the teacher described an imaginary creature. Based on what they understood, students drew the creature. Students then practised using descriptive words by orally describing creatures or monsters for their partners to draw.
- Students participated in a number of structured exercises to practise writing simple sentences using basic patterns. The teacher also provided cloze exercises and asked students to complete the sentences with appropriate vocabulary.
- Using a full-length picture of a friend or family member, each student wrote a descriptive paragraph. The paragraph included specific information and details such as name, age, appearance, personality, hobby, and job or school information. With partners, students worked to edit and proofread their work.
- Each student prepared a one-minute speech to introduce self and family (or a fictional character and family) to the class. The presentation was supported by a poster depicting at least four family members related to the student in different ways.
- During each presentation, students asked the speaker questions for clarification or to find out additional information. The speaker responded to the questions.

DEFINING THE CRITERIA

The teacher reviewed with students the learning outcomes, expectations, and task requirements, and collaborated with them to establish key criteria to evaluate their work.

Paragraph*Content/Meaning*

- includes all required information
- includes detail to enhance description
- information is logical and relevant
- logically organized; easy to understand

Language

- correct word order
- correct use of particles in simple sentence patterns
- variety in vocabulary
- correct grammatical patterns
- characters are formed neatly and precisely
- non-*hiragana* words in *romaji*

Speech

- all required information about self and family (real or fictional) is included
- information is organized
- uses approximate pronunciation of learned vocabulary
- sentence structure, grammar, word order, and use of particles are correct
- poster is complete and includes all relevant information
- student addresses audience

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used the criteria developed with students to create an analytical scale for scoring the paragraphs. Speeches were assessed using a holistic scale that was adapted from one that the class had frequently used for other assignments.

Paragraph

Criteria	Rating
Content/Meaning	
• includes all required information	
• includes detail to enhance description	
• information is logical and relevant	
• logically organized; easy to understand	
Language	
• correct word order	
• correct use of particles in simple sentence patterns	
• variety in vocabulary	
• correct grammatical patterns	
• characters are formed neatly and precisely	
• non- <i>hiragana</i> words in <i>romaji</i>	
Comments:	Total /40

- Key:** 4—Outstanding
 3—Good
 2—Minimal
 1—Weak
 0—Not Evident

Speech

Rating	Criteria
A	Meets and exceeds requirements of the assignment. Speech communicates uniqueness of real or fictional self and family. Information is clear, relevant, and logically organized. Student demonstrates risk taking by using new and varied vocabulary, language structure, and patterns. Clear and correct pronunciation. Demonstrates beginning awareness of expression and intonation of language. Grammar is correct and goes beyond familiar patterns. Occasional errors in language do not detract from meaning. Shows awareness of audience by speaking to listeners rather than reading to them.
B	Meets requirements. Speech communicates important, relevant information about real or fictional self and family. Information is logically organized. Clear demonstration of ability to produce simple sentences. Student uses a variety of vocabulary and language structures. Clear and correct pronunciation. Grammar is generally correct. Errors do not impair communication. Shows awareness of audience by using cue cards appropriately.
C	Meets most requirements. Speech communicates information about real or fictional self and family, but may be unclear in places. Information is organized, although there may be some areas of confusion. Uses basic vocabulary and sentences. Grammatical structure and sentence patterns are correct but tend to be very basic and may be repetitive. Errors may cause some confusion and breakdown in communication. Relies on cue cards and tends to read rather than speak.
I/F	Criteria are not met. Large number of errors may make it impossible for the audience to understand the information. Student requires more time and practice.

▼ **SAMPLE 4: GRADE 10**

Topic: Shopping

Prescribed Learning Outcomes:

Communicating

It is expected that students will:

- communicate needs, desires, and emotions appropriately
- exchange information orally and in writing using *hiragana* and *katakana*
- participate in a variety of familiar situations drawn from real life

Acquiring Information

It is expected that students will:

- process information from age-appropriate Japanese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and in writing using *hiragana* and *katakana*

Understanding Culture and Society

It is expected that students will

- demonstrate knowledge of basic concepts and terms that characterize Japanese culture and society

OVERVIEW

This unit focussed on vocabulary, customs, and conversations related to shopping transactions. Students participated in a classroom shopping venture as buyers and sellers. Evaluation was based on advertising posters and shopping dialogues.

PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher provided instruction about the specific language, vocabulary, and dialogue used for shopping and for buying and selling. Students then practised what they had learned.
- The teacher reviewed vocabulary for small numbers, which students had previously learned, and then introduced higher numbers needed to describe the purchase of large items (e.g., cars, real estate, jewellery). Students used flyers to practise recognizing and saying these larger numbers with partners. Students also played “The Price is Right,” in which they guessed the price of an object or item displayed on a board.
- Students watched slides and videos to identify features of Japanese stores. They also discussed the specific customs and etiquette associated with shopping in Japan.
- Students listened to a dialogue and then, using clues, determined the main idea of the dialogue.
- Students practised shopping dialogues with partners and in groups. Then they created their own dialogues and presented them as role plays to the class.
- Using pictures, the teacher reviewed the adjectives needed for shopping and demonstrated how to describe and compare (e.g., too new, too much, too old, too expensive, too cheap; I like A; B is too _____).
- The teacher reviewed grammatical patterns and endings. Students practised using this information by writing a wish list, a wants list, and a needs list.

- Each student created or provided something to sell (e.g., cookies or craft items), set up shop, promoted the item through advertising posters, and engaged in dialogue as a seller. Students also played buyers and, using *yen*, participated in dialogues with sellers to buy their products.

DEFINING THE CRITERIA

Criteria were established for the advertising posters and shopping transaction dialogues.

Poster

- complete, with all necessary information
- includes descriptive vocabulary for product
- words are in Japanese script and are understandable
- grammar, spelling, and sentence construction are correct
- creative and original; promotes the product and encourages customers to purchase it

Shopping Dialogue

- Japanese pronunciation and enunciation are a close approximation
- Japanese is understandable, with correct grammatical patterns and endings
- dialogue is sustained and communicates intended message
- student uses appropriate adjectives to describe the product in detail
- student uses phrases and appropriate speech patterns related to shopping
- demonstrates appropriate etiquette and cultural norms associated with shopping

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher completed rating scales for the poster and for the dialogue. During the shopping transactions, students used the rating scale to self-assess, and other group members used it for peer assessment. The teacher asked students to audiotape their transactions for evaluation, and then assessed the tapes.

Poster

Feature	Score
• complete, with all necessary information	/4
• includes descriptive vocabulary for product	/4
• words are in Japanese script and are understandable	/4
• grammar, spelling, and sentence construction are correct	/4
• creative and original; promotes the product and encourages customers to purchase it	/4
Total	/20

Shopping Dialogue

Seller's Name _____ Rater's Name _____

Buyer _____

Feature	Rating				
	Always	Sometimes	Rarely		
• Japanese pronunciation and enunciation are a close approximation	5	4	3	2	1
• Japanese is understandable, with correct grammatical patterns and endings					
• dialogue is sustained and communicates intended message					
• student uses appropriate adjectives to describe the product in detail					
• student uses phrases and appropriate speech patterns related to shopping					
• student demonstrates appropriate etiquette and cultural norms associated with shopping					

▼ **SAMPLE 5: GRADE 11**

Topic: Location, Position, and Direction

Prescribed Learning Outcomes:*Communicating*

It is expected that students will:

- exchange information on familiar topics, using *hiragana*, *katakana*, and some *kanji* (see Appendix A) in familiar Japanese linguistic patterns
- describe or narrate events, situations, or experiences with some supporting detail
- interact in a variety of communicative situations drawn from real life

Acquiring Information

It is expected that students will:

- use relevant information from a variety of age-appropriate Japanese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and in writing using *hiragana*, *katakana*, and some *kanji* (see Appendix A)

Understanding Culture and Society

It is expected that students will:

- employ various culturally specific Japanese manners and gestures
- identify the characteristics of gender, age, relationships, situations, and occupations that affect the use of language in Japanese

OVERVIEW

The teacher presented a unit with language activities related to giving directions and describing positions and locations. Evaluation was based on:

- oral presentations describing rooms in houses

- maps, labelled in Japanese, of students' neighbourhoods
- oral interactions, including prepared dialogues
- written memos giving directions and locations

PLANNING FOR ASSESSMENT AND EVALUATION

- To review existing vocabulary, students played a "Hit the Bull's Eye" game. Using Japanese, they directed partners, who had their eyes closed, to move their fingers to touch the target. After the activity, the teacher recorded a list of the words and phrases students had used.
- The teacher modelled location and position patterns to describe and ask questions about:
 - location of items in the classroom
 - position of students in relation to one another
 - location of lockers in relation to one another
 Students used the patterns to respond.
- Students created individual diagrams of the classroom or the locker area and then practised using the location vocabulary and patterns by orally describing their drawings to partners. They were encouraged to ask questions in Japanese to clarify meaning.
- Through a number of structured exercises, students practised writing simple and complex sentences using basic patterns for describing position. The teacher also provided cloze exercises in which students filled in blanks with appropriate particles or vocabulary. The exercises included pictures, diagrams, and maps.
- The teacher asked students to demonstrate mastery learning of location vocabulary by completing a test. The teacher provided a list of words and phrases. After students

practised using the words individually and with partners, they were given time to write correct expressions on sheets provided.

- Each student prepared a short oral presentation to describe the items located in a room in her or his house (usually the bedroom). The presentation was to include specific vocabulary and patterns related to position and location, as well as adjectives that described the items. The teacher also discussed the criteria for oral presentations and provided students with a rating scale that they could use to self-assess as they practised. After his or her presentation, the student completed a learning log entry, identifying an aspect of the presentation that had gone well and an area that needed work.
- Students participated in the “Placing People” game. Some students were selected as participants, one was the “teacher.” Participants and other students stood at the back or front of the room, and the “teacher” instructed a student to sit in a certain seat, using the *kara ichibanme-no* position pattern. The rest of the students assisted by giving the student clues (*hidari-ni itte*), without repeating the teacher’s instructions. All interaction had to be in Japanese.
- Students were shown illustrations (e.g., slides, pictures, photographs) of a Japanese neighbourhood. They then discussed the similarities and differences between a typical Japanese neighbourhood and their own, focussing on addresses, streets, store types, and special buildings. The teacher compiled their ideas on a chart.
- Students drew and labelled maps in Japanese, detailing their neighbourhoods. Each student also prepared a second map with no labelled items. In pairs, students asked questions to complete the second map. Before handing in the maps, students were asked to complete self-assessments.
- The teacher provided specific instruction and practice in using language, vocabulary, and dialogue for giving directions. A dialogue was provided with special emphasis on language style and patterns used. A map was included for reference.
- With partners, students practised the direction dialogues. The pairs then created their own dialogues and presented them to the class.
- Each student wrote two memos in which he or she described locations and gave directions to an exchange student or a friend. They chose from topics such as the following:
 - to a visiting exchange student, explain that you will be home late and where to find food and things in the kitchen
 - to an exchange student who will visit this summer, describe how to get from the airport or bus station to your home
 - to a friend, explain where a great park is located

DEFINING THE CRITERIA

The teacher reviewed with students the learning outcomes for these activities, explained the requirements of each task, and, where applicable, discussed key criteria. The teacher emphasized that the most important quality in all assignments would be students’ abilities to communicate meaning.

Oral Presentation

Meaning

- main ideas are understandable
- information is relevant and appropriate

Presentation

- pronunciation and intonation are appropriate
- shows fluidity (brief pauses do not interfere with the presentation)

- self-corrects as needed (e.g., restarting or repeating)
- presentation is from memory or notes (not read from prepared text)
- questions from other students are answered

Language

- includes appropriate vocabulary and patterns that describe location or position
- vocabulary supports and enhances meaning
- includes descriptive words (adjectives)

Maps of Neighbourhood

- visual images are displayed clearly (e.g., not too small, not too detailed)
- all necessary information is provided
- labelled items are correct and only in Japanese
- provide some creativity and originality

Oral Interaction Including Prepared Dialogue

- provides clear message that is appropriate to describing location or position
- vocabulary and patterns support the message of giving directions
- demonstrates appropriate use of structure, tense, and level
- uses Japanese as much as possible
- uses strategies to maintain interaction and avoid communication breakdown
- shows fluidity (pauses are brief and do not interfere with meaning)
- uses non-verbal communication as required (e.g., bowing, hand gestures)
- language style is appropriate to the situation
- where relevant, uses appropriate etiquette associated with giving directions

Memos

Meaning/Content

- includes required information
- information is clear, relevant, and accurate
- includes details to enhance explanation

Language

- uses wide range of vocabulary to support message
- uses appropriate particles and patterns to support message
- sentence patterns are varied
- minor errors do not reduce effectiveness
- clear and logical organization of details enhances meaning
- transitions are clear and appropriate
- language level and style are appropriate
- sustains an easy flow of language

Orthography

- *hiragana* and *katakana* are used correctly
- *kanji*, if used, are appropriate and written correctly

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate students' demonstration of the learning outcomes. Students had copies of the scales as they prepared their assignments. In some instances, they had discussed the scales and used them in previous activities. The same rating scales were also adapted for other performance tasks carried out during the course. Communication of meaning received high weighting in assigning a grade.

The teacher completed a rating scale for the maps. Students were asked to rate their maps using the same scale. The teacher also used a rating scale to assign individual marks for participation in the oral interaction and dialogue. For the two memos, the teacher used a four-point holistic scale to evaluate student writing. The teacher also offered detailed oral and written comments concerning meaning/content, language, and orthography.

Oral Presentation

Rating	Criteria
	Meaning
A	Relevant, appropriate, and detailed. Student names the items and includes clear details about where they are and what they are like. Includes information to clarify and extend understanding. Provides additional information and clarifies when prompted by questions.
B	Relevant and appropriate, with some detail. Provides the information needed and includes some description of the items. Provides additional information for clarity, but may not be able to respond to questions when asked.
C	Relevant and appropriate, with basic information. Names the items and provides a simplistic description. Often has difficulty understanding or responding to questions.
	Presentation
A	Does not hinder or obscure meaning. Pronunciation and intonation are appropriate. Uses cue cards or memory rather than reading every word. Pauses are usually appropriate and brief. The student makes some attempt to correct errors. May include visual aids to add interest and clarity.
B	Meaning not obscured; pronunciation and intonation may include minor errors or close approximation. May frequently refer to cue cards or written text. Delivery is at times halting, with frequent pauses or hesitation. Some attempts to correct errors, but often not successful. May include visual aids.
C	The listener must pay close attention, since pronunciation and intonation are at times not appropriate. Meaning is obscured, and delivery is generally hesitant, with frequent pauses. Tends to rely on written notes. Usually unaware of errors and unable to answer most questions. Nevertheless, a presentation does occur.
	Language
A	Appropriate vocabulary, patterns, and levels used throughout. Adjectives are declined correctly, and various patterns are used to describe the items and their locations. Student takes risks with new vocabulary and patterns to enhance meaning and add interest.
B	Appropriate to the topic. Includes the required vocabulary and patterns, but student tends to use those that have been practised in class. May use English when asked questions.
C	Appropriate to topic, but may include inappropriate usage or style. Tends to rely on simple constructions and basic vocabulary.
I/F	Has not completed the requirements of the assignment.

Maps of Neighbourhood

Feature	Teacher/Peer		Self	
	Rating	Comments	Rating	Comments
• appropriate title				
• clearly displayed				
• easy to read and use				
• includes required information				
• labels are correct and complete				
• uses only Japanese				
• accurately represents neighbourhood				
• provides more than is required (e.g., includes unusual detail, innovative features)				
Total				

Key: 3—Strong
2—Satisfactory
1—Minimal
0—Not Evident

Oral Interaction

Rating	Criteria
A	Information or message is clear, complete, and appropriate to topic. Interaction is effective, expressive, and at times demonstrates some sense of spontaneity. The student uses a wide range of vocabulary and communication strategies. Errors may occur, but they do not reduce the effectiveness of the presentation. The student goes beyond what is expected for this category.
B	Information or message is usually clear and easy to understand. Interaction is sustained, expressive, and varied, but the student may be hesitant. Errors in vocabulary, structure, or tense may occur, but they do not obscure the message.
C	Information or message is appropriate, but it is unclear in parts of the presentation. Interaction is hesitant and punctuated by long pauses. Vocabulary and sentence patterns tend to be basic, repetitive, and copied from the provided examples. Errors are common and interfere with the message. May not be able to use correct level or style.
I/F	The information or message is unclear, incomplete, inappropriate, or too short to evaluate. Little Japanese is used, and the student does not demonstrate an understanding of the basic vocabulary or patterns.

Memos

Rating	Criteria
A	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risk with language, sometimes making errors when attempting to express complex ideas or new patterns. Information is clear, relevant, accurate, and logically organized. Includes credible explanations and uses a wide range of vocabulary and structures to enrich expression. Uses a variety of scripts accurately. Errors do not impede meaning.
B	Information is clear, relevant, accurate, and detailed. Includes credible explanations and supporting details. Uses a range of useful vocabulary and structures, but with some repetition. Also uses script appropriately and may even use some <i>kanji</i> . Errors do not hinder meaning.
C	Information is relevant and accurate, but it is unclear in some places. Some detail is presented to help explanations, but links are weak. May lack logical organization. Vocabulary, structures, and sentence patterns are basic and somewhat repetitive. Errors are more common, but do not seriously affect meaning. Script may be used incorrectly. Meets length requirement.
I/F	Information or message is unclear, incomplete, or inappropriate. Too short and contains numerous errors that make it difficult to understand meaning or content.

▼ **SAMPLE 6: GRADE 12**

Topic: Gift Giving and Receiving

Prescribed Learning Outcomes:*Communicating*

It is expected that students will:

- exchange detailed information on familiar topics and interests using specified *kanji* (see Appendix A)
- interact in a range of social and learning contexts

Acquiring Information

It is expected that students will:

- research, analyse, and synthesize relevant information from several Japanese-language sources to complete authentic tasks
- convey acquired information in oral, visual, and written forms

Experiencing Creative Works

- view, listen to, and read creative works, and respond to them in various ways

Understanding Culture and Society

It is expected that students will:

- demonstrate effective and culturally appropriate manners and behaviours in a variety of social and business settings
- adapt language to suit cultural context

OVERVIEW

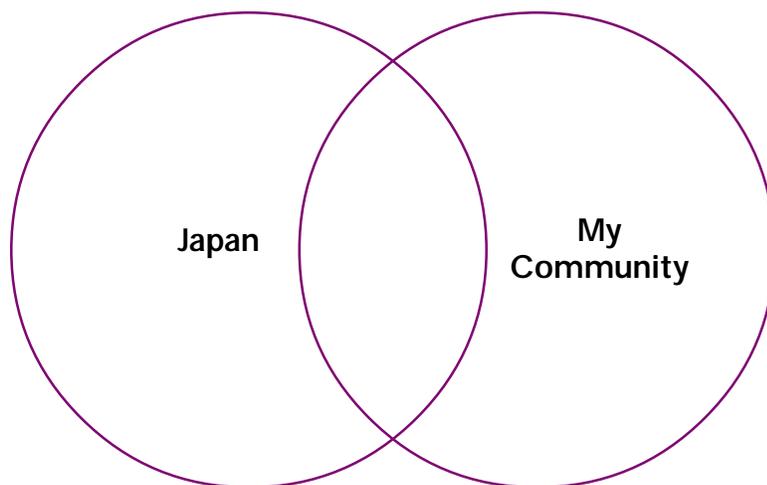
The teacher developed a unit for Grade 12 students that focussed on gift giving and receiving. Students participated in a variety of activities to build language skills. Evaluation was based on:

- summaries in English of an article on gift giving
- summaries in Japanese of information about gift giving from videos
- oral presentations about favourite gifts
- thank-you letters

PLANNING FOR ASSESSMENT AND EVALUATION

- In groups, students read aloud an article about gift giving and receiving (e.g., a locally approved article, such as “The Silver Wedding” in *Japanese For Today*). The groups listed key words and phrases that were new to them, and used dictionaries to find definitions or synonyms. Students then individually summarized the article in English.
- Students watched Japanese videos on related themes. Each student then developed a Venn diagram in Japanese to compare customs and manners of gift giving and receiving in Japan with those in her or his community.

Gift Giving and Receiving



- In pairs, students summarized, in Japanese, the contents of the videos, using comparative and superlative structures (e.g., _____ *wa* _____ *yor* *benridesu*).
- Students participated in a “Gift Guessing” game. On index cards, they described and drew their favourite gifts, including for each the size, colour, occasion, and name of the person who gave it. The teacher collected, shuffled, and redistributed the cards to all students. Each student identified the correct picture using the information on the index card, and completed the following: _____ *wa* _____ *o* _____ *ni* *kattemoraimashita*; _____ *wa* _____ *ni* _____ *o* *kattekuremashita*.
- Each student prepared a short speech to describe a favourite gift that was received on a special occasion. The presentation was to include specific vocabulary and patterns (e.g., verb gerund *te* form, *moraimasu*, *kuremasu*, *agemasu*). The teacher discussed the criteria for the oral presentations and provided students with a rating scale that they could use to self-assess as they practised. Students were

also asked to bring the items to class and show them as part of their presentations. After each presentation, students in the audience evaluated it using a rating scale provided by the teacher. As well, each presenter completed a reflection log identifying an aspect of the presentation that had gone well and an area that needed work.

- The teacher demonstrated how to write a letter in Japanese, pointing out the different letter formats for Japanese and English. Students wrote journal entries about their favourite gifts, using informal verb forms, and wrote thank-you letters to the people who gave the gifts, using the semiformal written format.

DEFINING THE CRITERIA

The teacher reviewed with students the learning outcomes for the activities, explained the requirements of each task, and, where applicable, discussed key criteria.

Summary of Article (in English)

- central ideas of article are summarized
- accurate and relevant details enhance description or support main ideas

- relationships among ideas in the summary are clear
- includes accurate definitions or synonyms for key vocabulary terms and phrases

Summary of Video Information (in Japanese)

- information is complete, accurate, relevant, and logically organized
- vocabulary supports meaning
- patterns and synonyms are used appropriately (e.g., student distinguishes between *moraimasu* and *kuremasu/agemasu*)
- appropriate Japanese script (including *kanji*) is used throughout

Oral Presentation

Meaning

- ideas are clear and understandable
- includes appropriate details to describe the gift
- student tries to engage audience by adding interesting or unusual detail
- ideas are clearly organized
- student answers questions from other students appropriately

Presentation

- student speaks audibly and clearly in Japanese, varying pace and intonation
- fluid presentation (brief pauses do not interfere with the presentation); presents from memory or notes
- self-corrects as needed (e.g., restarting or repeating)

Language

- student uses a range of appropriate vocabulary and patterns to support and enhance meaning
- prescribed words and forms (verb gerund *te* form, *moraimasu*, *kuremasu*, *agemasu*) are included and used appropriately

Letter

Meaning/Content

- letter is purposeful and well organized
- ideas are developed through clear, relevant, and appropriate detail
- required letter format is used (opening phrase, preliminary remarks, main body, concluding remarks, closing date, sender's name and address, postscript)
- details are included to enhance explanation
- appropriate formality is applied

Language

- wide range of vocabulary is used to support message
- appropriate particles and patterns are used to support message
- sentence patterns are varied
- minor errors do not reduce effectiveness
- language level and style are appropriate
- an easy flow of language is sustained

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher and students used performance rating scales to evaluate activities in this unit. Students used copies of the scales as they prepared their assignments. In some instances, students had discussed the scales and used them in previous activities. The most important considerations were communication of meaning and frequent use of Japanese, and these received high weighting in assigning a grade.

For thank-you letters, the teacher used the six-point Japanese 12 Holistic Scoring Guide from the *Grade 12 Provincial Examination Table of Specifications* to evaluate student writing. In addition to the specific criteria, the teacher also considered appropriate use of Japanese letter format.

Summary of Article (in English)

Rating	Criteria
A	Summary shows thorough understanding of the information in the article. Includes substantial, accurate detail and explains relationships among ideas. List of definitions is thorough and accurate.
B	Summary shows understanding of key points and includes some supporting details. Most key terms are listed and accurately defined.
C	Summary shows basic understanding of the article. Includes some accurate definitions. Some parts of the summary or definitions may be incomplete or unclear.
I/F	Summary and definitions are incomplete or largely inaccurate.

Summary of Video Information

Rating	Criteria
A	Recorded information is relevant, accurate, and detailed. Includes all required information and the student adds or elaborates to create interest. Newly acquired language and patterns (including comparative and superlative structures) are accurately and appropriately used. The student attempts to go beyond simple summation.
B	Information is relevant, accurate, and complete. Usually only basic requirements are provided. Presentation is clear and does not interfere with communication. The student uses recently acquired language (including comparative and superlative structures) appropriately and competently. However, tends to rely on familiar constructions and basic vocabulary.
C	Relevant information is presented, but one or two important aspects may be incomplete or inaccurate. There is little detail beyond minimal requirements. Presentation is clear, but some language use may lead to misunderstanding. Tends to rely on simple constructions and basic vocabulary. Comparatives and superlatives may be omitted or incorrectly used. Script may be incorrectly used (e.g., loan words in <i>hiragana</i>).
I/F	Has not completed requirements of the assignment.

Oral Presentation

Criteria	Rating	Comments
Meaning		
• ideas are clear and understandable		
• includes appropriate details to describe the gift		
• student tries to engage audience by adding interesting or unusual detail		
• ideas are clearly organized		
• questions from other students are answered appropriately		
Presentation		
• student speaks audibly and clearly in Japanese, varying pace and intonation		
• fluidity apparent (brief pauses do not interfere with the presentation); presents from memory or notes		
• self-corrects as needed (e.g., restarting or repeating)		
Language		
• student uses a range of appropriate vocabulary and patterns to support and enhance meaning		
• prescribed words and forms (verb gerund <i>te</i> form, <i>moraimasu</i> , <i>kuremasu</i> , <i>agemasu</i>) are included and used appropriately		
Total Score	/30	

Key: 3—Strong.

2—Satisfactory.

1—Weak.

0—No evidence of attempt to meet criteria.

Japanese 12 Holistic Scoring Guide

Scalepoint 5

The writer makes a statement on topic and develops it with clarity, ease, and depth. There is often evidence of a sophisticated level of thinking, originality, and flair. The development is cohesive and complete. The sentence structure is controlled and varied. The vocabulary is generally rich. The writer shows a mastery of Japanese diction. Minor errors in spelling and grammar do not detract from the effectiveness of the writing.

Scalepoint 4

The writer develops the topic and expresses ideas clearly and logically. He or she usually goes beyond simple description. Sentence structure is correct, but generally conventional. The writer uses appropriate Japanese expressions, but rarely goes beyond high-frequency vocabulary. Use of tenses is generally correct, but frequently limited in scope. Minor errors in spelling and grammar do not impede comprehension.

Scalepoint 3

The writer communicates in a generally straightforward manner. Ideas are related, but they may not always be sequentially organized. The general impression of the writing is that it is somewhat uninspired and often variable in quality. Idiomatic Japanese and vocabulary are presented at a predominantly basic level. Despite a number of errors in spelling and grammar, the message is easily understood.

Scalepoint 2

Development may be deficient or simplistic and does not go beyond stating the obvious. Ideas are not necessarily sequential, resulting in choppy reading that often requires the reader to fill in details. The writer uses basic vocabulary and occasionally resorts to direct translation from English. In general, verb tenses are incorrectly and randomly used. Although the writing may contain many grammatical errors, the message is still understood.

Scalepoint 1

Ideas may or may not be related and do not follow a logical progression. Development is frequently insufficient, and the writing lacks clarity. Vocabulary is inappropriate or misspelled, leading to confusion. The writing is often characterized by reliance on direct translation from English and the use of English words. Verb tenses are incorrectly formed and used. The large number of grammatical errors impedes comprehension.

Scalepoint 0

Some text has been produced, but the effort is characterized by one or more of the following problems:

- too deficient in length to evaluate
- errors make the paper unintelligible
- no discernible grasp of Japanese expressions



APPENDIX E

Acknowledgments

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APPENDIX F

Suggested Vocabulary

Concept, Function, Theme

Vocabulary / Expressions

1. Classroom Expressions

しつもん／せつめい／もういちど／おねがいします
 おくれて（どうもすみません）／どうもすみません
 わかりません／わかりました／わかりますか
 とじてください／あけてください／しめてください
 みてください／みないてください／すわってください／たってください
 きいてください／よんでください／みてください／いってください
 かいてください／やめてください／がんばってください／だしてください
 ノートにかいてください／しずかにしてください／はじめましょう
 みなさん／いっしょに／よくできました／ロッカー／トイレにいてもいいですか
 きょうしつ／クラスルーム／日本語
 じゅぎょう／しけん／テスト／しけんをうける
 ことば／ぶん／いみ／かきとり／しゅくだい
 いす／つくえ／テーブル／こくばん／こくばんけし／けしぼム／デスク
 ノート／ほん／かみ／むず／え
 テキスト／プリント／はこ／かばん／ごみほこ／ふでほこ
 じしょ／ドア／カーラン／まど／かべ／てんじょう／ゆか／ポスター
 えんぴつ／ボールペン／シャープペンシル

2. あいさつ（挨拶）

a. Greetings

おはようございます／こんにちは／こんばんは
 おげんきですか／おかげさまで／しばらくです
 ただいま／おかえりなさい／ごめんください／おじぎ
 おめでとうございます／あけましておめでとう

b. Leave-taking

さようなら／バイバイ／じゃ／また／おやすみ（なさい）／きをつけて
 行ってきます／行っていらっしやい／行ってあっしやい／しつれいします
 またいらっしやい／[おかあさん]によるしく

3. しょうかい（紹介） 自己紹介/紹介

しょうかい／なまえはなまえ／さん／くん／ちゃん／さま
 はじめまして／どうぞよろしく／めいし／ごちらくそ
 よろしくおねがいします／くに
 じゅうしょ／でんわばんごう／なんさい

4. Geography

General Vocabulary

うみ／...かい / やま／...さん／しま／...じま／... とう (Vancouver Island)
 まち / |とし| / ...し / むら / いけ / かいがん
 かわ / ...がわ / みずうみ / ...こ / けん / と / とう / ふ

Concept, Function, Theme

Vocabulary / Expressions

しゅう／かんさい／かんとく／太平洋／大西洋／みなど／わん／ちほう／かざん
きた／みなみ／にし／ひがし／せかい／じしん／おんせん／たき／じんこう
世界／人口

The Main Islands of Japan

ほんしゅう／しこく／きゅうしゅう／ほっかいどう／おきなわ

The Main Cities of Japan

とうきょう／おおさか／きょうと／なごや／ひろしま／さっぽろ
せんだい／なら／ながさき

Geographical Locations

ふじさん／日本かい／とうきょう
アジア／ちゅうごく／かんこく／州／国／県

Countries/Nationalities

日本人／何国／どちらから	
カナダ／アメリカ／イギリス	アジア
イタリア／スペイン／ドイツ	フィリピン／インド／タイ
フランス／メキシコ／ロシア	シンガポール／ベトナム／イラン
	アフリカ
	エジプト／南アフリカ
	南アメリカ
	ブラジル／アルゼンチン／ペルー／チリ
	セントラル・アメリカ
	キューバ／グアテマラ／ジャマイカ
	ヨーロッパ
	スウェーデン／ポルトガル／スイス

Cities of the World

ロンドン／パリ／ローマ／ニューヨーク／サンフランシスコ
バンクーバー／ビクトリア／トロント

Others

ゾラ／イッシュエ・コロンビア／アラスカ／カリフォルニア／アルバート

5. Numbers (数)

a. General

Numbers 1 to 1,000,000

一 to 百万／れい

2 2 2 の 2 2 2 2 (でんわばんごう)

たす／ひく／かける／わる／は／点

General Counters

いくつ／ひとつ／ふたつ／みっつ／よっつ／いつつ／むっつ

ななつ／やっつ／このつ／とお

b. Time

Hours/Minutes

なんじ／いちじ／にじ／さんじ／よじ／ごじ／ろくじ／ちちじ／はちじ

Concept, Function, Theme

Vocabulary / Expressions

くじ／じゅうじ／じゅういちじ／じゅうにじ／なんぶん／いっぶん
 にぶん／さんぶん／よんぶん／ごぶん／ちっぶん／ななぶん／はっぶん
 きゅうぶん／じゅうぶん／じっぶん／じゅうごぶん／にじっぶん

General Vocabulary

ごびん／ごご／から／まで

Time Words (General)

いつ／いつごろ／つき／とし
 おととい／きのう／きょう／あした／あさって
 せんしゅう／こんしゅう／らいしゅう／せんげつ／こんげつ／らいげつ
 せんねんしゅう／さいしゅう／せんせんげつ／さいげつ
 おとし／きよねん／ことし／らいねん／さいねん
 へいじつ／しゅうまつ
 ごぜんちゅう／一日中

Time Words of Frequency

まいにち／まいしゅう／まいつき／まいねん〜とし／まいあさ／まいばん
 一回／いっしゅうかんににかい
 いつも／よく／たいてい／ときどき／あまり／ほとんど／ぜんぜん

Parts of the Day

あさ／ばん／ゆうがた／よる／けさ／こんばん／ひる

Schedules

スケジュール／よてい

c. Dates

Days of the Week

[なんようび]／にちようび／げつようび／かようび／すいようび
 もくようび／きんようび／どようび

Days of the Month (1-31)

[なんにち]／ついたち／ふつか／みっか／よっか／いつか／むいか
 なのか／ようか／このか／とおか
 じゅういちにち。。。じゅうさんにち
 じゅうよっか。。。はつか。。。さんじゅういちにち

Months of the Year

[なんがつ]／・月]／。。。十二月]

Year

[なんねん]／1995年

Japanese Years (ねんごう)

へいせい／平成4年／めいじ／たいしょう／しょうわ

d. Period of Time じかん

何分 (かん)／いっぶん (かん) ... じゅうぶん (かん)
 何時間 /いちじかん... にじゅうじかん
 何日 (かん)／みっか (かん) ... とおか (かん)
 何週間 /いっしゅうかん ... じゅうしゅうかん
 何ヶ月 (かん)／一ヶ月 ... 十二月

Concept, Function, Theme

Vocabulary / Expressions

何年 (かん) / いちねん (かん) ... じゅうねん (かん)
どのぐらい / ごろ

e. Money

いくら / おつり / えん / きつ / ドル / *セント

f. More Counters *counters which change pronunciation

*ほん (本) / *ふん (分) / じ (時) / *はい (杯) / ど (度) / ばん (番)
まい (枚) / *さつ (冊) / がつ (月) / かげつ (ヶ月)
ばん (晩) / *ばい (倍) / *さい (才) / *にん (人) / め (日)
とう (頭) / だい (代) / いちばん (一番) / *かい (階) / *けん (軒)
*ひき (匹) / *こ (個) / ページ
ポンド / キログラム / グラム / キロメートル / メートル / センチメートル

6. Expressing what/who something is

なん / なに / これ / それ / あれ / この / その / あの
だれ / どちら / どっち / どなた

General Vocabulary

クラス / えいが / クイズ / でんき
しんぶん / どっし / まんが / しゃしん / はなし
おとこ / おんな / 了 / こども / かき / でんわ / ほん / じしよ
ラジオ / テレビ / レコード / カセットテープ / テープ / ピアノ / ギター

7. School (学校)

General Vocabulary

がっこう / しゅくだい / れんしゅう / ふくしゅう / べんきょう
ジスト / しけん / クイズ / しけんをうける / きょうかじよ
せんせい / せいと / がくせい / こうちようせんせい / カウンセラー
しょうがくせい / ちゅうがくせい / こうこうせい / だいがくせい
クラス / クラスメート / ともだち / ボイフレンド / ガールフレンド
がくねん / どうきほうせい / じゅうじかん
かもく / そつぎょう / にゅうがく (入学) / せんぱい / こうはい

Schools

よろちえん / しょうがっこう / ちゅうがっこう / こうとうがっこう / こうこう
だいがく / だいがくいん

Grade Levels

いちねんせい / にねんせい / 小学六年生

School Subjects じゅぎょう / 科目

すうがく / たいいく / えいご / えいぶんがく / かがく / りか / しゃかいか
びじゅつ / ずが / せいぶつ (がく) / かがく (化学) / コンピュータ・サイエンス
がいこくご / れきし / おんがく / 茶つり (がく) / かていか / ちり
いちじかんめ / せいせき / じかんわり / number 時間目 / 時ゅうじかん

Activities

べんきょう / れんしゅう / ふくしゅう / よしゅうする / 学校にかよう

Concept, Function, Theme

Vocabulary / Expressions

そつぎょうする／クジツかつどうする／しゅくだい（を）する

School Building

ビル／しょくどう／カフェテリア／グラウンド／うんどうじょう

たいいくかん／ろうか／ロッカー

こうちょうしつ／こうてい

としょかん／きょうしつ／コンピユ・タ・ルーム

プ・ル／じむしょ

8. At Home (家で)

General Vocabulary

うち／いえ／じゅうしょ／だんち／アパート／マンション

へや／（二）かいだて／おしづ／ようしつ

Basic Parts

げんかん／だいごころ／キッチン

おふろば／おてあらい／いま／リビング・ルーム／ダイニング・ルーム

じゅうしょ／にわ／いけ／やね／ゆか／てんじょう／もん／へい

しんしつ／ベッドルーム／とこのま／ガレージ

Things in a Home

ほんばこ／ほんだな／シャワー／さら／トースター

ナイフ／フォーク／スプーン／はさみ／はし／ようふくだんす

ちゃわん／グラス／れいぞうこ

ふとん／まくら／かばん／コップ／こたつ／ストーブ

たたみ／ベッド／そうじき／せんたくき／エアコン／クーラー

おふろ／テレビ／ラジオ／ステレオ

スリッパ／にんぎょう／しょうじ／めがね／はさみ／かぎ

でんき（をつける／けす）／シャンプー／はみがき

Activities

スポーツ (types)／レジャー／しゅみ／おきる／ねる／シャワーをあびる

あらう／みがく／おふろにはいる／せんたく／そうじ／かじ（を）する

りょうりする

9. Family (家族)

かぞく（自分の） (Addressing) / (Talking About)

おとうさん／(ちち)／おかあさん／(はは)

おにいさん／(あに)／おねえさん／(あね)

いもうとさん／(いもうと)／おとうとさん／(おとうと)

おじいさん／(そふ)／おばあさん／(そば)

おばさん／(おば)／おじさん／(おじ)／いとこ／おい／めい

きょうだい／しまい／りょうしん／しんせき

おすめ／おすこ／まご／ままおち／ままはは

ごかぞく（他の人）

おじいさん／おばあさん／おとうさん／おかあさん

Concept, Function, Theme

Vocabulary / Expressions

おにいさん／おねえさん [ごきょうだい]
 おとうとさん／いもうとさん／おじさん／おばさん
 [むすめさん／むすこさん]
 ごりょうしん／うまれる
 おくさん／ごしゅじん／ごりょうしん
 けっこん／りこん (する)
 あかちゃん／わかい／ちゅうねん／としより (ろうじん)

10. Daily Activities (毎日の活動)

General Vocabulary

しょくじ (を) する／でかける／はじめる／おわる
 かいものに行く／かいものする／おきる／やすむ／ねる／ねむる
 へいじつ／しゅうまつ／はをみがく／かおをあらう／ふくをぬぐ
 かみをとく／ひげをそる／ひま／じかん
 はる／なつ／ふゆ やすみ
 うんでんする／つかれる／はたらく／学校を休む／やすみのひ／きゅうじつ
 See (Chinese Nouns with する)

Words of Frequency (to describe daily activities)

まい...／...かい (回)
 いつも／よく／たいてい／ときどき／たびに
 あまり／ほとんど／ぜんぜん

Sequence Words (Transition Words)

さき (に)／つぎ (に)／そして／それで／それでは／それから／それまで
 そのあと (で)／けれども／でも／しかし
 はじめに／さいしょに／それじゃ／それに／それとも

(Chinese Nouns and Loan Words with (を) する

パーティー／かいもの／さんぽ／デート
 うんどう／ダンス／うんでん／べんきょう
 れんしゅう／ふくしゅう／やきゅう／ハイキング／ピクニック
 りょうり／りょこう／せんたく／そうじ／けんぷつ
 でんわ／しごと／しんぱい／せつめい／しつもん／スキー／スケート／キャンプ
 けっこん／りこん／そつぎょう

11. てんき (天気)

General Vocabulary

てんき／おてんき

Daily Weather

いい /よくない
 あつい／さむい／あたたかい／すずしい／むしあつい
 あめ／ゆき／はれ／くもり／きり／しも／つゆ
 はれる／くもる／こさめ／おおあめ
 風／(かぜが) ふく／つよい／よわい／たいふう

Concept, Function, Theme

Vocabulary / Expressions

(あめが) ふる	
そろ	[あらし/かみなり/いなづま]
てんきよほう	
季節 カレンダー/きせつ/シーズン/はる/ふゆ/あき/なつ	
Activities in Different Seasons	
ところ	
はなみ/ビーチ/スキー/スケート/ハイキング/キャンプ	
だんだん/およく/やま/おか/かいがん/うみ/もり	
やまのぼり (をする)	
はな (different types)	
き (different types)	
[はな]がさく/は/はっぱ/つゆ	

12. Location

General Vocabulary

どこ/ここ/そこ/あそこ/どちら/こちら/そちら/あちら
 うえ/した/なか/そと/うしろ/まへ/そば/となり/あいだ
 ひだり/みぎ/ひだりがわ/みぎがわ/...がわ
 きた/みなみ/ひがし/にし/まわり/ぼしょ/ところ
 むかい/むこうがわ/ちかい/とおい/よこ/こちらがわ

13. Directions (はりこりをおしえる)

まっすぐ
 しばらく/すこし/ちよっと/もっと
 かど/ 橋 (はし) /こうさてん/しんごう/おうだんぼどう
 つりばね (counter 目)
 とおる/とぶ/まがる/わたる/はしる/いく/くる/かえる/のりかえる

14. At Work

Occupations (しよくぎょう)

かいけいし (会計士)/かいしゃいん (会社員)
 きんこういん (銀行員)/てんいん (店員)
 いしや (医者)/ぎし (技師) /エンジニア
 コック/はいしや (歯医者)
 のうぎょう (農業) /ジャーナリスト
 べんごし (弁護士)/ビジネスマン/かんどお (看護婦)
 おんがくか (音楽家)
 サラリーマン/がが (画家)
 しゃしんか (写真家)/こうむいん (公務員)
 パイロット/けいかん (警官)/おまわりさん
 びようし/ひしよ (秘書)/だいがく きょうじゆ (教授)/しゅふ (主婦)
 スチュワーデス/ウエイター /ウエイトレス/せんせい (先生)

Concept, Function, Theme

Vocabulary / Expressions

はたらく / しごと

かいしゃ / アルバイト / パートタイム / さがす

15. Holidays and Festivals (きゅうじつ / まつり)

General Vocabulary

しゅくじつ / やすみ / なつやすみ / ふゆやすみ / はるやすみ

がっこうをやすむ / きゅうかをとる

National Holidays in Japan

がんじつ / こどものひ / ぶんかのひ

Festivals and Holidays

まつり / イースター / クリスマス

おしろうがつ / せつぶん / おぼん / たなぼた

ひなまつり / しちごさん / こいのぼり / ぼんおどり

はなび / ゴールデンウィーク

16. Food and Drinks (食べ物 / 飲み物)

General Vocabulary

おなかがすきました / のどがかわきました

しょくじ / ごはん / たべる / のむ / りょうりする / つくる

たべもの

にく

ぎゅうにく / ふたにく / とりにく / ラム / ハム / ステーキ / ビフテキ

さかな

まぐろ / さけ

いか / たこ / えび / かい

やさい

レタス / にんじん / じゃがいも / きゅうり

たマネぎ / トマト / ピーマン

だいこん / なす / いも / かぼちゃ / ほうれんそう

くだもの

バナナ / みかん / りんご / いちご / なし / ぶどう / レモン / パイナップル

メロン / さくらんぼ / もも

Others

たまご / パン / マヨネーズ / ドレッシング / ケチャップ

飲み物

おちゃ / こうちゃ / コーヒー

ティー / ココア / ミルク / ジュース / オレンジジュース / コーラ

さけ / ビール / ワイン / (お)みず / おゆ

しょくじ

あさごはん / ちょうしょく / ひるごはん / ちゅうしょく

ばんごはん / ゆうしょく / スナック

Concept, Function, Theme

Vocabulary / Expressions

Food Preparation

きる／にる／やく

いためる／あげる／むす／ゆでる

なべ／ちやわん／おわん／(お) はし／スプーン／フォーク／ナイフ

Flavours/Seasonings

あじ／あまい／からい／すっぱい

しお／さとう／こしょう／しょうゆ／す

Types of Cooking

ちゅうかり／より

ようしょく

ピザ／スパゲティー／サンドイッチ

ホットドッグ／ハンバーガー／アイスクリーム

ミートソース／カレーライス

(チーズ) ケーキ／ソーセージ／ローストビーフ

ミートパイ／ポテトチップ／トースト／パスタ

オムレツ／ホットケーキ／チョコレート／バニラ／ストロベリー

フルーツサンダー／サラダ

わしょく

てんぷら／おかし／みそしる

のり／とうふ／そば／すし／きしみ

うどん／ラーメン／ごはん／こめい

すきやき／とんかつ

ファーストフード

デザート／セット／でいしょく

17. Transportation

Means

くるま／じてんしゃ／でんしゃ／ひこうき／ふね／ちかてつ

タクシー／オートバイ／トラック／バス／スカイトレイン

あるいて／フェリー

General Vocabulary

いく／くる／かえる／おきる／のる／のりかえる／らんでん／ドライブ (する)

とる／はしる／つく／でる／とまる

どのぐらい／かかる／バスでい／バスのりば／ガソリン・スタンド

バスターミナル／えき／ちゅうしゃじょう／くうこう／ひこうじょう

Commuting

つうきんする／かよう

しんかんせん

わすれもの／きっぷ／みち／とおりーどおり／どうろ

18. Clothing

ようふく／わふく

ふく

Concept, Function, Theme

Vocabulary / Expressions

Articles of Clothing

せびろ／スーツ／うわぎ／ジャケット／ワイシャツ／シャツ／ワンピース
 ドレス／セーター／ブラウス／ジーンズ／ジ・パン／スカート
 スボン／スリックス／コート／したぎ／パジャマ／ストッキング／くつ
 くつした／ソックス／ブーツ／サンダル／スリッパ／バスケットシューズ
 ぼろし／スポ・ツウユア／ショートパンツ
 ティーシャツ／ショートパンツ／てぶくる
 ネクタイ／ネックレス／イヤリング／ブレスレット／あつひ／うすひ
 さいふ／かばん／ベルト／きもの／げた

Appropriate Verb

きる／はく／かぶる／しめる／つける
 する／はめる／かける／ぬぐ／きがえる

19. Hobbies/Interests/Sports

しゅみ

しゃしん／りょうり／しゅげい／どくしょ
 おんがく／いけばな／しよどり／カラオケ
 しんぶん／びじゅつ／きょうみ
 ブラスバンド／ホーラス／しよどり／しゅげい
 じょうば／ヨット / トランプ
 こぶ／バイオリン／ギター／ピアノ／テレビゲーム／ご／しょうぎ
 ハイキング／サイクリング／うんどろ／ジョギング／キャンピング

Sports (スポーツ)

やきゅう／サッカー／バレーボール／バスケットボール／ホッケー
 たつきゅう／テニス／すいそい／ラグビー
 じゅうどう／けんどう／からて／すもう
 ゴルフ／フットボール／スケート

20. Expressing what one does, will do, and did

(See 5, 10, 18, 37)

21. Neighbourhoods (きんじょ)

Types

こうがい／いなか／し／むち／まち

Parts

みち／とおり／おおどおり／こうえん
 たてもの／ビル [See shops and stores]
 いえ／がっこう／びょういん／えいがかん／ぎんこう／ゆうびんきょく
 きっさてん／きょうかい／ホテル／レストラン／スパ / デパート
 ガソリンスタンド／バスてい／スタジアム／タクシーのりば
 てら／おてら／じんじや／ポスト／トイレ／でんわ／こうばん／ちゅうしゃじょう
 えき／ボーリングじょう／ゴルフじょう／うんどろじょう／としょかん／みせ

Concept, Function, Theme

Vocabulary / Expressions

22. Stores/Shops/Shopping

ス・パ・ー／にくや／さかなや／やおや／くだものや／パンや／はんや／ケ・キヤ
 さかや／でんきや／かぐや／はなや／くつや／くすりや／カメラや
 ぜんぶで／けっこう／いくつ／いくら

23. Shopping/Describing Other Situations

かう／うる／はらう／ショッピングする／かいものする／みつける

a. At the Post Office

Mailing at a post office

てがみ／ゆうびんきょく／はがき／えはがき
 きって／こづつみ／エアログラム／こうくろびん
 ふなびん／そくたつ
 だす／はらう

b. At a Restaurant

Ordering food in a restaurant

いらっしやいませ／いらっしやい／ごちそうさまでした／いただきます
 けっこうです／もうすこし

Ordering food from a menu

メニュー／ごちゆうもん
 おねがいします

Paying at the restaurant

おかんじょう（おねがいします）
 Separately べつに
 Together ごいっしょ
 Receiving Change おつり

c. At a Department Store

さがす／えらぶ／みせる／ちよっと／もっと／どのいろ／なにいろ
 なんかい／おきやくさん／さま／てんいん／ねだん
 セール／いりぐち／でぐち／エレベーター／かいだん／エスカレーター
 Describe parts of a department store
 うりば／ふくうりば／でんきせいひん／しょっき／スポーツようひん

d. Travel (りょこう)

きっぷ／パスポート
 じゅんび／できました／とまる
 ホームステイ／ツアー／かたみち／おちふく／しゅっぱつ／とうちやく
 おみやげ／けんちやくする／おくりもの／プレゼント
 きゆうか
 あんないする／しゅっぱつ／とうちやく／ツアー
 にもつ／つめる／つく／おくれる

e. Health

びょうきになる／いたい／どうしたの
 ぼねがおれました／[だるい] /おむい／アレルギー

Concept, Function, Theme

Vocabulary / Expressions

みつける／わすれる／てつだう／てつだいする
 くすり（薬のむ）／しょくよくがない／くすりをつける
 せきができる／せきをする／かぜをひく
 げりをする／はさけがする／はながつまる／さむけがする
 ねつがある／きぶんがわるい／なおる／けがをする

f. Emergency

かし

24. Telephoning (電話する)

でんわする／でんわをかける
 でんわばんごう／もしもし
 ちょっとおまちください
 ちがいます／まちがいでんわ／まちがえました
 るす／るすばんでんわ／またでんわします
 どうもすみません
 おまたせしました／おたく

25. Describing/Defining Things

(See 4, 5, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 22, 23, 26, 27, 28, 30)

26. Parts of the Body (体)

かお／め／みみ／はな／くち／は／のど
 うで／て／ゆび／ね／おなか
 あたま／みみ／かた／肩なか／こし／あし
 かみ／きもち／うれしい／たのしい／かなしい／さびしい
 こわい／はずかしい

27. Trees (木)

林／森／さくら／うめ／まつ／もも
 さく (咲く)／は (葉)

28. Flowers (花)

チューリップ／ばら／きく

29. Animals (動物)

どうぶつ／いぬ／ねこ／うし／ペット／こいぬ／こねこ
 うま／とり／さかな
 ぶた／さる／ひつじ／うさぎ／かめ
 とら／へび／くま／ライオン／どうぶつえん
 にゅうにし
 ねずみ／うし／とら／うさぎ／たつ／へび／うま
 ひつじ／さる／とり／いぬ／いのしし

Concept, Function, Theme

Vocabulary / Expressions

30. 形容詞

い

おおきい／ちいさい／いい／わるい／むずかしい／やさしい
 きたない／おもしろい／つまらない／あつい／つめたい／あたらしい／ふるい
 たかい／やすい／ひくい／ながい／みじかい／ひろい／せまい
 はやい／おそい／ちかい／とおい／ふとい／ほそい／おおい／すくない
 あつい／うすい／たのしい／おいしい／まずい／いそがしい／きたない
 かるい／おもい／おすれっぽい／つよい／よわい／わかい
 かるい／すっぱい／いたい／うるさい

な

きれい／ゆめい／へん／じょうぶ／りっぱ／いや
 しずか／にぎやか／じょうず／へた／べんり／ふべん／しんせつ
 たいせつ／ひつよう／げんき／びようき
 だいじょうぶ／だめ／ひま／まじめ／かんたん／しんぱい
 たいへん／すき／きらい／とくい／にがて／いろいろ

色

何色 (なにいろ)
 しろい／くろい／あかい／きいろい／あおい／ちやいろい
 あか／くろ／あお／しろ／ちやいろ／みどり／みずいろ／きいろ／おらさき
 オレンジいろ／はいいろ／きんいろ／ぎんいろ／ももいろ／ピンク
 グリーン／ブルー／ダークブルー／ライトブルー
 グレー／ページュ／はで／じみ／うすい／こい

31. Media

ドキュメンタリー／ミステリー／サスペンス／ドラマ／クイズ
 ラジオ／テープ／インタビュー／ニュース／コメディ／メロドラマ
 ラジカセ／テレビ／プログラム／ばんぐみ
 ワープロ／パソコン／けいさんき
 しんぶん／ざっし／しゃしん／えいが／まんが／こうこく／しょうせつ
 ばんぐみ／NHK／でんわ／ラレホンカード
 ホーム・ドラマ／トーク・ショー／アニメ／ドキュメント

32. Describing Myself

(See 4, 7, 8, 9, 10, 14, 16, 18, 19, 21, 26, 30, 33, 37, 38)

33. 代名詞

わたし／わたしたち／ぼく／ぼくたち／わたくし
 あなた／あなたがた／かれ／かれら
 かのじょ／かのじょたち／あのひと／あのひとたち
 なにか／だれか／いつか／どこか／なにも／だれも／いつも
 なんでも／だれでも／いつでも／どこでも

Concept, Function, Theme

Vocabulary / Expressions

34. 疑問詞

いくつ／いくら／だれ／どなた／どこ／どちら／どれ／なん／なに
 どう／いかがですか／なぜ／どうして／どう／なんで

35. 副詞

あまり／あんまり／たいへん／ちょっと
 たくさん／とくに（特に）ひとりで／ふたりで
 まったく／いっしょに／ずっと／もっと／すこし／ちょっと
 もう／すぐ／せんぶ／せんぜん／すっかり
 とても／ゆっくり／いっしょうけんめい

36. 接続詞

そして／ですから／だから／けれども／けれど／でも／では／それでも／それでは
 しかし／それから／そのあと（で）／さいしょに／はじめに
 つぎに／さいごに／そのとき

37. 動詞
(ごだん)

ある／あらう／あるく／あそぶ／あう／ちがう／だす／ふく／ある／がんばる
 はいる／はじまる／はく／はなす／はらう／はしる／はたらく／ひく／いく／いる
 いう／かぶる／かえる／かかると／かく／かう／かよう／かわく／くもる／けす
 きく／きる／こまる／まちがう／まがる／まつ／みがく／みつかると／もらう／もつ
 なく／なる／ならう／ねむる／のむ／のる／ぬぐ／おどる／おく／おくる
 おもう／おわる／およぐ／さがす／さく／しゃべる／しぬ／しる／そる／すく
 すむ／すわる／すら／たつ／てつだう／とぶ／とく／とまる（止まる）（泊まる）
 とる／つかう／つく／つくる／うる／うたう／わかる／わらう／わたる
 やる／やすむ／よむ

(いちだん)

あびる／あげる（上げる）／あげる／あける／でる／でかける／はじめる
 はれる／いる／いれる／かえる／かける／かみがえる／かりる／きこえる／きる
 こたえる／こわれる／くれる／みえる／みる／みせる／みつける／ねる
 おぼえる／おきる／おきる／おしえる／しめる／しらべる／たべる
 とじる／とめる／つかれる／うまれる／わすれる／やめる／ゆでる

(例外)

くる／する／できる

38. Others
Apologizing

すみません／おぐれてどうもすみません
 どうもすみません
 ごめんなさい／おじゃまします

Concept, Function, Theme

Vocabulary / Expressions

Comparison

ほう／より／どれ／どちら／どっち／甲で／いちばん／ほど

Concerning

...について

Conditional

と

verb-ば／verb-たら

Conjecture/Heresay

そうです／とおもう

Decisions

verb- ことにする

Degree of Certainty

でしょう／かもしれない／しりません
きっと／たぶん

Describing Experiences

すぎる／...にくい／やすい
ことがある

Describing Sequence

前／後で／から

Desire/Intention

ほしい／つもり

verb-たい／verb-とおもう

Explaining Purpose

...に 行く／来る

Expressing Confirmation

そうですか／そうですね／やっぱり／やはり

Expressing Opinion

と思う

Expressing Reason/Cause/Effect

から／ので／ん／で

Expressing Receiving/Giving

あげる／もらう／くれる

Expressing Reservation

さあ／たぶん／そうですかねえ／そう

Expressing Simultaneous Action

-ながら／間に

Giving Suggestions

。。。ましょう／。。。ませんか

Greetings for Special Occasions

おだいに／あけましておめでとうございます
(お) たんじょうびおめでとう

Concept, Function, Theme

Vocabulary / Expressions

Interruptions

あ、すみません／すみませんが

Likes/Dislike/Favourites

すき／きらい／だいすき／だいきらい

... のがすき／いちばん

Potential/Ability

できる／じょうず／へた /verb- る／られる

Permission

verb- はいけません／verb- もいいです

Obligation

verb- なければなりません

Offering Empathy

こまりましたねえ／こまったねえ／ごんねんですええ

Quoting

という／とかく／ときく／とおもう

Polite Expressions

ありがとうございます／どういたしまして

どうも

おかげさまで

Requesting

なさい／ください

Responding

はい／ええ／いいえ／いや／うん／ううん

さあ／ちょっと／ごんねんですが

いかが／どう

Responding to a Compliment

いいえ、まだまだ

Showing Admiration

いいですね

Showing Agreement

そうですね

Showing Assertion

そうですよ

Showing Attention

はい／ええ／そう／うん

Showing Having an Interest

Noun に きょうみを持つ

Showing Surprise

ええ／はんとら／うそ

Using Fillers

あ、う／まあ／まあ、そうですねえ／ええと

Concept, Function, Theme

Vocabulary / Expressions

Using Openers

それで／たとえば

39. Topics Related to Culture**40. Other Language Concepts**

Japanese Scripts

かな／ひらがな／かたかな／かんじ

おんよみ／くんよみ／ことば／ぶん／たんご

どうし／めいし／じよし／けいようし／ふくし

Relationals/Particles

は／が／に／へ／で／を／も／や／と

の／から／まで／か／よ／よう／ね／ねえ／な

Male and Female

In-groups and Out-groups

Loan words



APPENDIX G

Suggested Expressions

Suggested Expressions

Noun です。

Noun ではありません。 (ではない/じゃない)

では/じゃ

Noun ですか。

はい、 _____ 。

いいえ、 _____ 。

Noun ですね/ねえ。

Noun ですよ。

Noun でしょう。

A ですか、 B ですか。

Person さん/さま

Person くん

Person ちゃん

Person せんせい

Pronoun たち

(私たち)

Country + 人

(日本人)

Country + 語

(日本語)

Name です。

Name さんです。

Topic は Noun です。

Topic は Noun1 の Noun2 です。

(あの人は私の友達です。)

Noun1 の Noun2 の Noun3

(カナダの山のゆき)

Counter の Noun です。

(二つのハンバーガー)

Interrogative + の

(だれのくつ)

い Adjective です。

(大きいです)

な Adjective です。

(上手です)

Topic は Adjective です。

(先生はせが高いです)

Topic は Adjective/Noun のです。

(これは先生のです)

(これは大きいのです。)

[こそあど System]

これ/それ/あれ は Noun です。

(あれは本です)

この/その/あの + Noun

(この本)

Noun は Question Word ですか。

(これは何ですか)

Subject は Question Word ですか。

(あの人はだれですか)

APPENDIX G: Suggested Expressions

どこ/どれですか。	
Place です。	
どこへ/に motion verb か。	(行く/来る/帰る)
Place/Locationへ/に motion verb	
なんで + Motion Verb か。	
Meansで motion verb	(車で 行きます)
どこで + Action Verb か。	(どこで食べますか)
Placeで + Action Verb。	(食堂で食べます)
[Topicは] なに を transitive verb か。	(先生は何を食べますか。)
[Topicは] Direct Objectを transitive verb。	(先生はテニスを練習します)
[Tは] Direct Objectも transitive verb (takes place of を)	(先生はテニスも練習します)
[Topicは] Direct Objectは transitive verb(negative)。	(テニスはしません)
Question Wordが Direct Objectを transitive verb か。	(だれがテニスをしますか)
[Topicは] Indirect Object に Direct Objectを transitive verb。	(友達はだれに「紙を書いていますか。)
[Noun/sports] をする	(テニスをします)
[article of clothing]を wearing verb (grade specific)	(セーターを着ます。)
Subjectが intransitive verb。	(犬が止っています。)
Noun をください。	(鉛筆を下さい)
Noun もください。	(ペンも下さい)
Noun を Quantityください。	(コーヒーを二杯下さい)
Quantity の Noun をください。	(二杯のコーヒーを下さい)
Noun と Noun	(ペン と えんぴつ)
Noun や Noun (etc.)	(ペン や えんぴつ)
Noun も Noun も Noun も	(ペン も 紙 も えんぴつ も)
Noun も Noun も	(ペン も 紙 も)
Noun か Noun (か)	(ミルクか ジュースを飲む)
Interrogative か	(だれか いますか)
Interrogative も	(だれも いません)
Person と Verb	(友達とテニスをします) (いちろーさんと結婚します)
Person に Verb	(言う/みせる/おくる/だす/かく/おしえる/あう)
Person に きいてください	(お母さんに聞いて下さい)
どんな + Noun	(どんな辞書)
am/pm + Hours + Minutes	(午前 四時二十分)
am/pm + Hours + Minutes まえ/すぎ	(午前 四時三十分前)

何時ですか。	
Time です。	(五時です)
何時に verb か。	(何時に起きましたか)
Timeに verb 。	(六時に起きました)
何時から何時まで	
TimeからTimeまで	(八時から十時まで勉強しました)
TopicはTimeWord verb	(母は今日来ます)
TimeWord は Subjectがverb	(今日は母が来ます)
Topicは Time Word + Placeに + Meansで + Motion Verb (word order may vary)	(私は明日東京に新幹線で 行きます)
なん + Counter	(何本)
Number + Counter	(一本)
Number 万 Number 百 Number 十 Number	(一万二百九十)
Number 点	(百点)
いつごろ	
Timeごろ	(四時ごろ)
どのぐらいかかりますか	
Time Periodぐらい	(二時間ぐらい かかります)
Amount of Moneyぐらい	(二セントぐらい)
いくらですか。	
PlaceからPlaceまでどのぐらいかかりますか。	(東京から京都まで新幹線で二時間ぐらいかかります)
Means にのる	(電中に乗る)
Means をおりする	(電車を降りる)
Placeをでる	(家を出る)
Interestにきょうみをもつ	(英文化に興味をもっています。)
Placeにつく	(駅に着く)
Locationにとまる	(ホテルに泊まる)
PlaceをDirectionにまがる	(次のガソリンスタンドを左に曲がる)
Placeをわたる／あるく	(道を渡る)
Animal/Personが いる。	(ねこがいます)
Nounが ある。	(鉛筆があります)
Location にNounが ある。	(机の上に本があります)
Location にPersonが いる。	(公園に生徒がいます)
Nounは Location/Position に ある。	(本は机の上にあります)
Personは Location に いる。	(生徒は教室にいます)
Noun の Location	(ペンチの上)
Nounは Location です。	(友達はどこですか)

APPENDIX G: Suggested Expressions

Noun の Location に ある／いる。	(友達はどこにいますか)
Place に Noun が Quantity ある。	(この町に公園が三つあります)

Plain form of I-Adjective (stem +)

い	(大きい)
くない	(大きくない)
かった	(大きかった)
くなかった	(大きくなかった)
くて	(大きくて、)

Noun は い Adjective です。	(このだいこんは大きいです)
い－ Adjective い	(大きい)
い－ Adjective くない	(大きくない)
い－ Adjective かった	(大きかった)
い－ Adjective くなかった	(大きくなかった)
い－ Adjective くて	(大きくて、。。。)
い－ Adjective (all forms) + Noun	(大きいだいこん)
い－ Adjective くなる	(大きくなりました)
い－ Adjective くする	(大きくしました)
い－ Adjective + すぎる	(高すぎました)

Plain form of Na-Adjective (stem +)

だ	(上手だ)
ではない	(上手ではない／じゃない)
だった	(上手だった)
ではなかった	(上手ではなかった／じゃなかった)

Noun は な Adjective です／だ	(友達はきれいだ)
な－ Adjective では／じゃ ない	(友達はきれいじゃない)
な－ Adjective でした／だった	(母はきれいだった)
な－ Adjective ではなかった	(大阪はきれいではなかった)
な－ Adjective で	(先生はきれいでゆめいです)
な－ Adjective な Noun	(きれいな人)
な－ Adjective になる	(きれいになる)
な－ Adjective にする	(きれいになります)
な－ Adjective にみえる	(きれいに見えます)
な－ Adjective + すぎる	(しずか すぎました)
とても + Adjective	(とてもいい)
あまり + Adjective negative form	(あまりよくないです)

- Topic は Nounが Adjective です。
 * (for すき/きれい/じょうず/へた/とくい/にがて)
 Nounが すきです。 (すしがすきです)
 Nounが きれいです。 (わきびがきれいです)
 Nounが すきではありません/じゃありません or ない-form.
 Subject は Nounが すきです。 (ジャックは みどりがすきです)
 あまり すきでは ありません。
 Person は Sport/Activity/Courseが Adjective です。
 (for すき/きれい/じょうず/へた/とくい/にがて)
 Person は Sport/Activity/Courseが じょうず/へた です。
 Person Sport/Activity/Courseが とくい/にがて です。
 Relative Clause (すしが好きな人はだれですか。)
 Person は Body Partが Adjective です。 (田中先生は口が 大きいです)
 Person は Body Partが いたい/いたくない です。
 (田中先生はあたまがいたいです)
 Person は Nounが ほしい です。 (私はりんごがほしいです)
 Person は Nounが ほしくない です。
 *[Person は Nounを ほしがる。] (子供はお金をほしがっています。)
 Nounは どう ですか。 (日本はどうですか)
 Nounは いかが ですか。
 Japanese Reign Name + Date 年 (平成 84)
 Western Date 年 (1995年)
 Adverb + Verb (早く/きれいに します)

Verb Forms	Verb 1	Verb 2	Verb 3
ないけい (1st Stem)	書かない	たべない	しない/来ない
ますけい (2nd Stem)	書きます	たべます	します/来ます
じしよけい (3rd Stem)	書く	たべる	する/来る
Imperative/Conditional (4th)	書け	たべろ	しろ/来い
	書けば	たべれば	すれば/来れば
Volitional (5th Stem)	書こう	たべよう	しよう/来よう
Semi-formal Forms (ます)			
	Verb 1	Verb 2	Verb 3
2nd Stem + ます	書きます	食べます	します/きます
2nd Stem + ません	書きません	食べません	しません/来ません
2nd Stem + ました	書きました	食べました	しました/来ました
2nd Stem + ませんでした	書きませんでした	食べませんでした	しませんでした
2nd Stem + ましょう	書きましょう	食べましょう	来ましょう
て-Form	書いています	食べています	しています

Plain Forms	Verb 1	Verb 2	Verb 3
Dictionary Form	★く	食べる	する／来る
1st Stem + ない	書かない	食べない	しない／こない
Plain Past	書いた	食べた	した／来た
2nd Stem + なかった	書かなかった	食べなかった	しなかった こなかった
5th Stem + う／よう	書こう	食べよう	しよう／こよう
て-Form	書いている	食べている	している／来ている

verb (2nd Stem) + ましょうか (行きましょう／食べましょうか)
verb (2nd Stem) + ませんか (行きませんか／食べませんか)

Te Form of the verb [verb + ています] verb- ている
*Plain Past Form of Verb Te-root + た／だ

2nd Stem of verb + たい／たくない (行きたい／食べたい)
D.O + を verb-たい (りんごを食べたい)
D.O + が verb-たい (りんごが食べたい)

どちらのほうが Adjective ですか。 (どちらのほうがいいですか)
AとB(と) どちらのほうが Adjective ですか。
Aのほうが Adjective です。 (りんごのほうがやすいです)
Aのほうが Adverb + Verb。 (みどりさんのほうがはやくはしります。)
Aは Bより Adjective です。 (りんごのほうがいちごよりやすいです)
*Aは Bより Adverb + Verb。 (私は友達より早く走ります。)
Aは Bより Times/Amount + Adjective です。

AとBとCの中でどれが いちばん Adjective ですか。
(AとBとCの中でどれが いちばん高いですか)
*AとBとCのうちでどれが いちばん Adjective ですか。
いつ／だれ／なに
AとBとCの中でどれが いちばん Adverb + verb ですか。
(AとBとCの中でだれが いちばん よくできますか)
Aが いちばん Adjective です。 (小川さんが 一番いいです)
Aが いちばん Adverb + verb。 (小川さんが 一番よくできます。)
Aは いちばん Noun が Adjective です。 (小川さんは一番あたまがいいです)

Dictionary Form of Verb + ことができる (行くことができますか)

Noun + ができる (日本語ができる)

Te Form of Verb + ください	(行って/食べて下さい)
Clause1(Te Form of Verb), Clause2	(ジエフさんは日本へ行って勉強しました)
Clause1が, + Clause2	(彼は来ましたが、彼女は来ませんでした。)
Nounで, Clause	(大雨で 橋が こわれた)
Clause1から, + Clause2	(日本へ 行くから日本語を勉強しています)
Clause1. しかし Clause2	} (この本は高いけれどもいい本ですよ)
Clause1. けれども Clause2	
Clause1. でも Clause2	
Clause1. それから/そして Clause2	
	(東京に行きました。そして友達に会いました)
Clause1. そのあと Clause2 (夕飯を食べました。そのあと、新聞を読みました。)	
Clause1. だから/それで Clause2	(きのう風邪をひきました。だから学校をやすんだんです)
Noun	} + でしょう/だろう
I-Adjective(plain forms)	
Na-Adjective(plain forms)	
Verb (plain forms)	
	(先生でしょう) (先生だったでしょう) (たかいでしょう) (上手でしょう) (あなたもいくでしょう) (あなたもいったでしょう)
Noun + ではない	} + でしょう/だろう
I-Adjective くない	
Na-Adjective + ではない	
Verb 1st Stem + ない	
Adverb	
Noun	} かもしれない/しれません
I-Adjective(plain forms)	
Na-Adjective(plain forms)	
Verb (plain forms)	
	(先生かもしれない) (たかいかもしれない) (上手かもしれない) (雨がふるかもしれない)
Chinese Nouns + (を)する	(練習/質問/料理/旅行)
Loan words + (を)する	(キスする)

APPENDIX G: Suggested Expressions

*ご + Noun	(ご家族) (御家族) -where applicable
お + Noun + さん	(お母さん) -where applicable
Noun + になる	(いしゃになる)
Noun + だ	} + とおもう
I-Adjective	
Na-Adjective + だ	
Dictionary form of Verb	
	(先生だと思います) (大きいと思う) (きれいだと思ひ)
*Past Plain form of Verb + ことがある	(食べた／行ったことがあります)
*Adverb + Past Plain form of Verb + ことがある	
もう + verb か。	(もう食べましたか)
もう + negative	(もう食べませんでした)
まだ ... + verb	(まだ行きます)
まだ ... + negative	(まだ行きません)
Product + や (屋)	(本屋)
*Product + や (屋) + さん	(本屋さん)
あの字は何と読むんですか／あの字は英語でどんな意味ですか	
A は (日本語で) なんと といいますか。	
A は (日本語で) Y と います。	
「Y という X」	(山田と言う先生です)
Person は Hearer に 「...」 という	(先生は生徒に 「立って下さい」といいました)
... という	(「今日は」と言った)
	(トムは学生だと言った)
[Content] とかく	(こくばんにしけんとかきました)
[Content] ときく	(次のしけんは五月四日だと聞きました)
[Content] とおもう	(すしをたべると思ひます)
Dictionary Form of Verb + つもりです	(行くつもりです)
Negative Stem + ない + つもりです	
[Purpose] に いく／くる／かえる	
2nd Stem of Verb に いく／くる／かえる	(食べにいきましょう)
1st Stem of Verb + なければなりません	(行かなければなりません)
1st Stem of Verb + ないでください	(行かないでください)
1st Stem of Verb + なくてもいいです	(行かなくてもいいです)
2nd Stem of Verb + はじめる／おわる	(書き始める)

2nd Stem of Verb +	にくい／やすい	(書きやすい)
2nd Stem of Verb +	すぎる	(食べすぎました)
Dictionary form of Verb +	ことにする	(行くことにする)
Te Form of Verb +	から	(行ってから、)
Te Form of Verb +	みる	(食べてみます)
*[Te Form of Verb +	みたい]	(食べてみたい)
Te Form of Verb +	いく／くる／かえる	(持ってきます)
Te Form of Verb +	もいいですか。	
Te Form of Verb +	はいけません／いけない／だめ	
Te Form of Verb +	もらう／あげる／くれる	

Time Period -	前に + verb	(二日前前に、日本に来ました)
Time Period :	後 (で/に) + verb	(二週間後に、ひっこします)

Noun + の	}	1 時 (に) , Clause2.	
I-Adjective			
Na-Adjective + な			
Plain form of Verb			(小学生の時東京に住んでいました。) (ジュースが安い時たくさんかいました) (静かな時本をよみます) (朝御飯を食べる時、いつも新聞をよむ)

Noun + の	}	+ 間 (に) , Clause2.	
Plain progressive of Verb			(夏休みの間中国へいくつもりです) (主人が朝御飯を食べている間に、おくさんは洗濯をしました。)

Noun + の	}	+ 前 (に) , Clause2.	
Dictionary form of Verb			(食事の前に手をあらってください) (メリーさんは日本へ行く前に日本語を勉強しました。)

Noun + の	}	+ 後 (で) , Clause2.	
Plain Past form of Verb			(スポーツのあとで シャワ をあびます。) (スポーツをした後で、かいものにいきました。)

APPENDIX G: Suggested Expressions

*Plain forms of Verb	+ と、 Clause 2.	(バンクーバーへ行くと、スキ-ができます。)
Noun + だった	}	+ ら、 Clause 2.
I-Adjective + かった / なかった		
Na-Adjective + だった		
Past Plain forms of Verb		
1st Stem + なかった		
		(英語だったら、よくわかります) (おもしろかったら、よみます) (安かったら、買いたいです。) (この薬を飲んだら、風邪がなおりますよ。)
Noun + だ / だった	}	+ から、 Clause 2.
I-Adjective (all forms for tense)		
Na Adjective + だ / だった		
All Plain forms of Verb(except te)		
		(高い本だから、買いません。) (今日いそがしいから、明日来て下さい) (ゆめいだから、高いです。) (日本へ行くから日本語を勉強しています)
Noun + な / だった	}	+ ので、 Clause 2.
I-Adjective (all forms for tense)		
Na-Adjective + な / だった		
Plain forms of Verb		
		(まだ高校生なので、おさけをのめない) (今日はいそがしいので、明日来て下さい) (しずかだったので、よく勉強できました) (日本へ行くので、日本語を勉強しています)
*Noun + だった	}	+ り、...りする。
*I Adjective Stem + かった		
*Na-Adjective +		
*Past Plain form of Verb/		
*1st Stem of Verb + なかった]		
		(うたったりおどったりしました)
だけ / ばかり + verb		(ビールばかりのんだ)
しか + verb-negative form		(ビールしか飲みません)
A は B と おなじです。		
A は B と ちがいます。		
Giver が / は Receiver に Thing を あげる。		(先生はスミスさんに 本をかしてあげた)

Giver が/は Thing を Receiver に くれる。	(まりこさんがカメジを私にかってくれました)
Receiver が Thing を (Giver (を/) から もらう。	(私は ウイスキー を 山田さんからもらった)
もしもし、 residence です。	
*Person でございます	
... おねがいします	
Person の おたたくですか。	
Number + ずつ	(私は漢字を毎日五つずつおぼえる)
Number + で	(三日でこのレポートをかいた) (10ドルでかいた)
ばんぷ + で	(ぜんぷで二十ドルです)
Time Word + 中 ^{ちゆう}	(一日中)
Noun + 中	(作事中、使用中)
Place まで おねがいします	
Object (を) おねがいします	
Person {Greeting Word}	(先生、今日は)
じゃ [leave-taking word]	(じゃ、また)
はじめまして。 [Name] です。どうぞよろしくおねがいします。	
はじめまして。 [Name] です。こちらこそどうぞよろしくおねがいします。	
はじめまして。 どうぞよろしくおねがいします。 [Name] です。	
*[Place Name] + よう/かい/さん/ご/よ/かわ/がわ/しま-じま	
[Place Name] + けん/しゅう/都/府/道	
[School Type] + せい	(中学生)
[Grade Level] + せい	(一年生)
[Number] + 時間口	
[Number] + め	(一日)
[Family position] の [Name]	(おくさんのみどりさん)
Noun は どう/*いかが ですか。	
Noun は どう/*いかが でしたか。	
Subject + がく	(数学)
Place + しょ	(しょくいんしょ)
Noun +	(洗濯機)
[Noun] について	(この問題について)

APPENDIX G: Suggested Expressions

Particles/Relationals

に	a.	Locative marker, directional (in, at, on)	(ここにある)
	b.	Temporal Marker (at)	(八時に行く)
	c.	Marker of source (from)	(友達にかります)
	d.	Marker of goal or location	(バスに乗る/友達にあう)
	e.	Purpose marker	(勉強しに行く)
	f.	Indirect Object Marker	(妹は先生に本をもらいました)
で	a.	Locative marker (place of action)	(ここで勉強する)
	b.	Instrumental Marker (by)	(はしでたべます)
	c.	Marker of amount of time or money	(五十円でかう)
	d.	Marker of cause or reason	(風邪で学校をやめました)
	e.	Limit	(東京で一番有名なレストランへ行った)
へ		Locative marker, directional (in, at, on)	(東京へ行く)
と	a.	Joint Action Marker (with)	(ジムと行く)
	b.	Enumerative Marker (and)	(AとB を食べる)
	c.	Connecting Clauses	(森になると、きくらがさきます)
を	a.	Marks Direct Object	(ジュースを飲む)
	b.	Marker which indicates directional movement	(駅前通りを歩く)
	c.	Marker which indicates starting point	(家を何時にでますか)
	d.	Marks Location	(何年に学校をでましたか)
から		Starting point marker	(明日から夏休みです)
まで		Ending point marker	(明日までまらます)
↑までに		Marker of deadline	(明日までに手紙を書く) ↓
の	a.	Marker of possession	(先生の車)
	b.	Indefinite pronoun (marker)	(たかいのをかう)
は	a.	Topic Marker	(あの人は毎週きます)
	b.	Emphatic Marker	(今日はいきます)
	c.	Marker used with negatives	(先生は行きません)
	d.	Marker used with DO for potential verbs	(外は見えます)
が		Subject Marker	(友達が来ます)
も	a.	Marks to mean also/too	(りんごもほしいです)
	b.	Enumerative Marker (both/neither)	(りんごもいちごもほしいです)
や		Enumerative Marker (and)	(りんごやいちごがほしいです)
か	a.	End Marker for Questions	(行きましょうか)
	b.	Alternative Marker (or)	(火曜日か水曜日)

Other End Markers

ね/ねえ	Confirmation Marker	(先生ですねえ)
よ	Assertion Marker or Recommendation	(むずかしいですよ)
な (あ)	Negative Marker	(そうじゃないな)
	Reservation Marker	(そうかな)