

SICLE Tomoko Onozuka Major Assignment

<p><b>LANGUAGE: JAPANESE</b>                      <b>Where do you come from?</b></p> <p><b>STAGE 5: Year 9 (heritage and background speaker 25 students)</b></p>		<p><b>DURATION</b> – 10Weeks (2 hours per week for this task)</p>
<p><b>Unit description</b></p> <p>This unit provides opportunities for students to explore their heritage, especially the place where their family came from. They investigate their family city's history, tradition and current status as well as their family history. Students have an opportunity to share their information with classmates to expand their knowledge of Japanese geography and history while they learn all of the related vocabulary together.</p>		<p><b>Key_concept(s)</b></p> <p>Family Heritage Geography and history of Japan</p>
<p><b>Vocabularies</b></p> <p>*Family: see worksheets</p> <p>*Japanese cities 東京大阪京都広島 長崎北海道沖繩福島宮城 etc...</p> <p>*Japanese geography 東西南北、四国、九州、本州、東 北、北陸、関東、関西</p> <p>*Japanese history (students will research and share with the class)</p>	<p><b>Activities</b></p> <p>*Reading a provided story</p> <p>*Watching News and an animation</p> <p>*Interviewing</p> <p>*Researching</p> <p>*Group discussion</p> <p>*Brainstorming</p> <p>*Sharing information and ideas</p> <p>*Peer assessment</p> <p>*Self-assessment</p> <p>*Creating presentation materials</p> <p>*Presentation</p>	<p><b>Success criteria:</b></p> <p><b>Preparation</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• summarise and/or synthesise information and ideas from texts</li> <li>• infer points of view, opinions and attitudes</li> <li>• respond personally and critically to texts</li> <li>• analyse the way in which culture and identity are expressed</li> <li>• communicate relevant information and ideas in either comprehensible Japanese or English, as required</li> <li>• create texts in a variety of forms appropriate to a range of contexts, purposes and audiences</li> <li>• engage and interact in dialogue not monologue? with classmate.</li> </ul> <p><b>Presentation</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• present my heritage city investigation.</li> <li>• reflect on ideas and experiences.</li> <li>• demonstrate an excellent understanding of my heritage city and present their point of view.</li> <li>• communicate using appropriate intonation, pronunciation, grammar, language structure and vocabulary.</li> <li>• structure and sequence information and ideas.</li> <li>• demonstrate control of a range of language structures and vocabulary in Japanese.</li> </ul>
<p><b>Learning intentions</b></p> <p>This unit of work enables students to strengthen their personal connection to their heritage, including a mature and positive appreciation of their heritage language and culture. It will enhance the development of their bilingual and bicultural identity.</p>		

Objectives	Outcomes	Sequence of language teaching / learning activities	Resources&Assesments
<b>Interacting</b> <b>Composing</b>  <b>Accessing and responding</b>  <b>Composing</b>  <b>Systems of language</b>  <b>The role of language and culture</b>	LJA5-1C LJA5-2C LJA5-3C LJA5-4C LJA5-5U LJA5-6U LJA5-7U LJA5-8U LJA5-9U	<b><u>Week 1: Reviewing family vocabularies</u></b> <b>Period 1</b> <ul style="list-style-type: none"> <li>Review family vocabularies from Japanese animation. <b>(Worksheet1)</b></li> <li>Figure out the main character's family structure.</li> <li>Make the main character's family tree. Group work <b>(Worksheet2)</b></li> <li>Make your family tree.</li> </ul> <p>*vocabularies: 父母両親祖父母兄姉妹弟叔父叔母従兄弟</p> <b>Period 2</b> <ul style="list-style-type: none"> <li>Worksheet for using the vocabularies</li> <li>Role play using the vocabularies</li> </ul>	Japanese animation video1(Sazae-san)
		<b><u>Week 2: New family related vocabularies</u></b> <b>Period 1 and 2</b> <ul style="list-style-type: none"> <li>Read a story [Akushu] : about a Canadian teacher who dedicated his life to an orphanage in Japan.</li> <li>Small group discussion about his way of life.</li> <li>Write an email to your teacher if you were him, would you choose the same life or not and why.</li> </ul> <p>*vocabularies: 児童養護施設 etc... <b>(worksheet3)</b></p> <b>Differentiation</b> *provide 2 different level of reading materials. *provide vocabulary list with English meaning. *allow to use English during group discussion.	Textbook1 [Akushu]
		<b><u>Week 3: Present your opinion. What is a family?</u></b> <b>Period 1 and 2 (worksheet 4)</b> <ul style="list-style-type: none"> <li>Learn about Japanese orphans left behind in China during WW2.</li> <li>Group discussion what is a family referring to the Week2 &amp;3 information.</li> <li>Write an opinion essay on what is a family? You need to use text book1 and Video2 as the examples.</li> </ul> <p>*Vocabularies 養子養父母実の子移民永住</p> <b>Differentiation</b> *provide vocabulary list with English meaning. *allow to use English during group discussion.	Video 2 [News]

<p><b>Interacting</b></p> <p><b>Composing</b></p> <p><b>The role of language and culture</b></p>	<p>LJA5-1C</p> <p>LJA5-4C</p> <p>LJA5-9U</p>	<p><b>Week 4: Create an interview sheet (&amp;interview)</b></p> <p><b>Period 1 and 2 (worksheet 5)</b></p> <p><b>Ask students</b></p> <ul style="list-style-type: none"> <li>• Do you have any family in Japan?</li> <li>• Where? Have you been to there? Who are living in there?</li> <li>• How much do you know about the city where your parents came from?</li> <li>• Ask students what they want to know about their heritage. (If their answers splits into several, make some groups.)</li> <li>• Brainstorm what kind of question you want to ask their parents or grandparents. (group brainstorm if needed.)</li> <li>• Make an interview sheet individually. (into google classroom and the teacher will need to check them.)</li> </ul> <p><b>Homework</b></p> <p>*Interview-your parents / grandparents about their life in Japan.</p> <p><b>Differentiation</b></p> <p>*number of the questions.</p> <p>*depth of the questions.</p> <p>(high level students need to have more interview questions and depth)</p> <p><b>Additional action</b></p> <p>*Email to parents to explain what about the interview and how they can help students.</p>	<p>Power point</p> <p>Google classroom</p> <p>Personal PC</p> <hr/> <p><b>Informal Assessment 1</b></p> <p>*While teacher is asking the questions, can they answer using the vocabularies that have learned?</p> <p><b>Informal Assessment 2</b></p> <p>*Can they use Kanji to complete worksheet 5?</p>
<p><b>Interacting</b></p> <p><b>Composing</b></p> <p><b>Accessing and responding</b></p> <p><b>Composing</b></p> <p><b>Systems of language</b></p> <p><b>The role of language and culture</b></p>	<p>LJA5-1C</p> <p>LJA5-2C</p> <p>LJA5-3C</p> <p>LJA5-4C</p> <p>LJA5-5U</p> <p>LJA5-6U</p> <p>LJA5-9U</p>	<p><b>Week5: Study Japanese geography and history</b></p> <p><b>Period 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Share the interview experience and the result of interview with class and ask their individual decision about which city they want to research further.</li> <li>• Study Japanese geography. (vocabularies are main in this session) (weather, nature/mountain/river, city, countryside, major historical events, foods, tradition, customs, famous people, etc.) <b>(worksheet 6)</b></li> <li>• Hand write their mind map including family tree to clarify what they want to research.</li> </ul> <p><b>Homework</b></p> <p>Further research.</p>	<p>Japanese map (digital or paper)</p> <p>PowerPoint</p> <hr/> <p><b>Informal Assessment 3</b></p> <p>*Can they listen, understand and fill information into the worksheet 6?</p>

		<p><b>Differentiation</b></p> <p>*Allow to use English vocabularies when they speak and write.</p> <p>*Allow to use English website for researching.</p> <p>*Make a small group for assisting each other if necessary.</p>	
<p><b>Interacting</b></p> <p><b>Accessing and responding</b></p> <p><b>Composing</b></p> <p><b>Systems of language</b></p>	<p>LJA5-1C</p> <p>LJA5-2C</p> <p>LJA5-5U</p> <p>LJA5-6U</p>	<p><b>Week6: Sharing the information</b></p> <p><b>Period 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Sharing their own progress, new vocabularies and ideas. (using group discussion if necessary)</li> <li>• Write information onto the Japanese map that they used last week. Self-assessment of their work. -check the criteria and do more work. <b>(worksheet 7)</b></li> </ul> <p><b>Differentiation</b></p> <p>*Provide an essay to complete their investigation of their heritage city. (extension students)</p> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Presentation draft</li> </ul>	<p>Japanese map (digital or paper)</p> <p>Own PC</p> <p><b>Self- Assessment</b></p>
<p><b>Interacting</b></p> <p><b>Composing</b></p> <p><b>Accessing and responding</b></p> <p><b>Composing</b></p> <p><b>Systems of language</b></p>	<p>LJA5-1C</p> <p>LJA5-2C</p> <p>LJA5-3C</p> <p>LJA5-4C</p> <p>LJA5-5U</p> <p>LJA5-6U</p> <p>LJA5-9U</p>	<p><b>Week7: Start creating presentation/ PowerPoint</b></p> <p><b>Period 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Start creating a PowerPoint presentation.</li> <li>• Write a script for presentation.</li> <li>• Presentation practice with teacher.</li> </ul> <p><b>Differentiation</b></p> <p>*Direct help from teacher if they need extra help.</p>	<p>School PC, projector Wi-Fi</p> <p>Google classroom feedback form + comments</p>
<p><b>The role of language and culture</b></p>		<p><b>Week8 Presentation Day</b> Buck-up day</p> <p><b>Week9 Presentation Day</b> Feedback each other through google classroom</p> <p><b>Week10 Presentation Day</b> Feedback each other through google classroom</p>	<p>School PC, projector Wi-Fi, Google classroom</p>

<b>Syllabus Objectives</b>	<b>Interacting</b> – exchanging information, ideas and opinions, and socialising, planning and negotiating*	<b>Accessing and responding</b> – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts*	<b>Composing</b> – creating spoken, written, bilingual, digital and/or multimodal texts*	<b>Systems of language</b> – understanding the language system, including sound, writing, grammar, text structure; and how language changes over time and place*	<b>The role of language and culture</b> – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity*
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<b>Syllabus Outcomes</b>	<b>LXX5-1C</b> manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate	<b>LXX5-2C</b> identifies and interprets information in a range of texts	<b>LXX5-3C</b> evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences	<b>LXX5-4C</b> experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences	<b>LXX5-5U</b> demonstrates how Japanese pronunciation and intonation are used to convey meaning	<b>LXX5-6U</b> demonstrates understanding of how Japanese writing conventions are used to convey meaning	<b>LXX5-7U</b> analyses the function of complex Japanese grammatical structures to extend meaning	<b>LXX5-8U</b> analyses linguistic, structural and cultural features in a range of texts	<b>LXX5-9U</b> explains and reflects on the interrelationship between language, culture and identity
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**Resources:** Japanese animation video1(Sazae-san), reading materials from a textbook, News video, Japanese map, NHK for school <https://www.nhk.or.jp/school/>

**Informal Assessments: Assess how they can manage the process of this unit. \*Observation check list attached**

Informal Assessment 1: Week4 While teacher is asking the questions, can they answer using the vocabularies that have learnt?

Informal Assessment 2: Week4 Can they use Kanji to complete worksheet 5?

Informal Assessment 3: Week5 Can they listen, understand and fill worksheet 6 with information?

Self -assessment : Week 6 Worksheet 7

**Observation check list for informal assessment**

Skill	Not observed	To some degree	To a satisfactory degree	More than expected
Can they write relevant kanjis				
Can they use relevant vocabulary				
Correct use of target language				
Correct pronunciation				
Ability to self-correct				
Speech is fluent with minimal hesitation				
Can they understand teacher/ classmates' questions and responses				

**Final assessment task: Assess their final presentation.**

Students will be required to develop familiarity with their heritage city in Japan, so that they are able to provide a presentation as well as the written material (PowerPoint). This final assessment will allow students to reflect on their own learning and their own personal and cultural identity in Japanese by making links with their heritage.

Final presentation Marking Criteria		Developing	Satisfactory	Excellent	Language focus	Audience
Content	Present their heritage city investigation.				Writing	Parents Teachers Classmates
	Reflect on their own ideas and experiences.					
	Demonstrate an excellent understanding of their heritage city and present their point of view.					
	Structure and sequence information and ideas.					
Presentation skill	Communicate using appropriate intonation, pronunciation, grammar, language structure and vocabulary.				Speaking	
	Have an interesting introduction to get the audience's attention					
	Keeps eye contact with the audience					
	Modulates voice volume					