

ケーリー中学校によろこそ！

Welcome to Kelly Middle School

この三年間の英語と日本語の二ヶ国語のプログラムでは、生徒達が友人学園で勉強したことを土台にして言語を勉強し、更にノースユージーン高校での目標を達成するための橋渡しをします。この書類では、私たちの日本語プログラムの説明をさせていただきます。

We are a three-year, dual language program, which builds on the program at Yujin Gakuen Elementary and works to promote learner's success at North Eugene High School. In this document, you'll find detailed information regarding our Japanese Immersion Program.

先生の自己紹介・Meet the Teachers

Shaun Jiro Smith (smith_sh@4j.lane.edu) Japanese Culture 6, 7 Immersion Social Studies 6, 7 English Language Arts 6 Shaun has been immersed in Japanese language and culture since the day he was born. He first learned the language from his mother and later went on to study Japanese at Michigan State University. He spent over five years in Japan teaching English in Niigata and working in business in Tokyo where he met his wife. Since his return to the US, Shaun received his Master's in Education at the University of Oregon and hasn't left Eugene since.	Komae Mori (mori@4j.lane.edu) Japanese 6 Japanese 7/8 A founding member of Yujin Gakuen, Mori-sensei has been teaching Japanese for over 30 years. This year, she will teach all grade levels while sharing her expertise in traditional Japanese arts with students. Together with Shaun, Mori-sensei looks forward to growing Kelly's Japanese immersion program and bridging cultural gaps between America and Japan with her students.
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私達のウェブサイト・Our Website

今週の予定、レッスンプラン、カレンダー、プリント、言葉のリスト、ビデオのリンクなどがこのウェブサイトにて全てあります。どうぞブックマークをして下さい！

Weekly goals, lesson plans, calendars, downloadable assignments, vocabulary lists, video links and more will be available on the class website. **Please bookmark it and visit us often!**

Website: blogs.4j.lane.edu/smith_sh/

守ってほしいこと・Expectations for Learners

<u>準備が大切！毎日持ってきて下さい！</u> <u>必需品：</u> 1. 丈夫なノートを4冊（11 x 8.5" +） 2. 鉛筆 3. 消しゴム 4. 黒または青ペン <u>あれば：</u> 5. スティックのり 6. 色鉛筆	<u>Be ready!</u> Bring the following everyday: <u>Required:</u> 1. 4x Durable Notebooks (11 x 8.5" +) 2. Pencil 3. Eraser 4. Black or Blue Pen <u>Recommended:</u> 5. Glue Stick 6. Colored Pencils
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Be an active learner beyond the classroom!

1. HOMEWORK - average about 20 minutes 3-4 times a week
2. Language quizzes (grammar, vocabulary, kanji) almost always on Fridays
3. Occasionally larger projects will require out of the class time.
4. Tutoring - offered Tuesday and Thursday after school. More on this later.

Use the website for your language!

Be respectful for all people and things!

Don't forget to have fun!

The best learning is mixed with fun. Here are some things to look forward to this year:

1. Create Kelly MS **survival guides** complete with detailed maps
2. Learn how to **draw manga** to tell the story of your life
3. Participate in Japanese **club activities, school events, and holidays**
4. Try your hand at traditional **Japanese arts** with Mori-sensei
5. Enjoy *onigiri* and other **Japanese foods** - in school!

ケリー中学校の日本語プログラムでは ・ ・ ・ With Kelly Middle School's Japanese Immersion Program...

私たちは、何を目指しているの？！ What are we aiming for?

ケリー中学校の日本語プログラムの主な目的は、古代と近代の文明の勉強を通じて、日本語の言語能力と、異文化理解を高めることです。私たちのプログラムでは、言語と社会科を勉強します。

Kelly Middle School's main target is to promote Japanese language development & cultural understanding through study of both ancient and modern worlds. **We are a language and a social studies program.**

社会の目標

- 1) 6・7年生達は、地球上の人類の起源から国のおこりまでの人間社会の発達と影響を理解します。
- 2) 生徒達は、地図と地理に関する知識を習得します。
- 3) 生徒達は、分析して考える力、書く力、リサーチスキル、人前で話す力を養います。

Social Studies Goals:

1. In 6th and 7th grade, students will create a basic understanding of the development and impact of human communities, from their origins to the creation of empires across the globe.
2. Students will acquire mapping skills and other geographic literacy.
3. Students will develop critical thinking, writing, research and public speaking skills.

言語の目標

1. 生徒達は、8年生の終わりに、最低でもACTFL（全米外国語教育協会）の基準で、[中級一中]のレベルで、日本語を話し、読み、そして書けるようになります。
2. 生徒達は、ノースユージーン高校での目標である、[上級一下]、そして、世界的な異文化理解の習得に到達するための土台を築きます。
3. 生徒達は、自分の日本語能力の向上において、もっと自立することになります。

Language Goals:

1. By the middle of 8th grade year, students will speak, read & write the Japanese language, at a minimum, at an **ACTFL* Intermediate High** level.
2. Students will develop skills to set a foundation for success in meeting the North Eugene HS goal of **Advanced Low** level and **Global Competency**.
3. Students will take greater responsibility for their Japanese language development.

* ACTFL = American Council on the Teaching of Foreign Languages

ACTFL FOREIGN LANGUAGE PROFICIENCY STANDARDS

ADVANCED LOW

- ☐ I can speak & write about a variety of familiar topics in paragraphs and can explain situations with unexpected events or a complication.
- ☐ I can use a variety of sentences structures, including simple, compound and complex sentences, although my language may have errors and some unnaturalness.
- ☐ I can accurately narrate about events in past, present & future.

INTERMEDIATE HIGH (8TH Grade Target)

- ☐ I can speak & write about many familiar topics at a paragraph-level but struggle to explain unexpected events or complications.
- ☐ I can make a lot of simple and compound sentences but do use some complex sentences. My language may have errors and some unnaturalness and is influenced by English, but is understood by native speakers.
- ☐ I can narrate about events in past, present & future, but there are breakdowns.

INTERMEDIATE MID (6TH Grade Target)

- ☐ I can speak & write about familiar & uncomplicated topics (e.g. self, family, personal interests, travel, health) with connected ideas/sentences.
- ☐ I can make a lot of simple sentences but do use some compound sentences. My language may have errors & some unnaturalness & is influenced by English, but is understood by sympathetic speakers of Japanese.
- ☐ I can narrate some, but mostly respond to questions. I can make a variety of questions to get information.

INTERMEDIATE LOW

- ☐ I can speak & write about some familiar & uncomplicated topics (e.g. self, family, ordering in restaurant) in a series sentences (not connected for the most part and often halting).
- ☐ I can use lots of simple sentences. My language may have errors and some unnaturalness and is influenced by English, but is understood by sympathetic speakers of Japanese. I can repeat things to be understood.
- ☐ I can respond to questions. I can make some questions to get information.

NOVICE HIGH

- ☐ I can speak & write about a few familiar & uncomplicated topics (e.g. self, family, objects) in memorized phrases or combinations of learned phrases or by repeating back what the teacher/other person says.
- ☐ I can use mostly memorized/set phrases, but struggle to consistently make sentences. My language has many errors and unnaturalness and is influenced by English, but I can make myself understood by sympathetic speakers of Japanese.
- ☐ I can respond to simple questions and directions. I can ask some common questions.

生徒についてのアンケート・Survey About Your Student

この紙は、9月14日（金）までに、シヨーンまで提出して下さい。

Please return this survey to Shaun-sensei by Friday, September 14th.

ケリーの日本語プログラムのシラバスを読んで、理解しました。

I have read and understand the information on the Kelly MS Japanese Immersion Program:

6年生(6th Gr.) 7年生(7th Gr.) 8年生(8th Gr.)

生徒の名前 (Student's Name):

生徒のサイン (Student's Signature): _____ 9/_____/2018

生徒のメール (Student's Mail):

保護者の名前 (Parent/Guardian Name):

保護者のサイン (Parent's Signature): _____ 9/_____/2018

保護者のメール (Parent/Guardian Mail):

生徒の事を、保護者の方から見て教えてください。興味や長所（学校に関する事、学校外のこと、趣味やその他）は何ですか？学校の後に何かしていますか？学校外で日本語に関する何を何かしていますか？

Please tell me about your student. What are his/her particular interests and strengths (academic, non-academic, hobbies and anything else)? What does he/she do as after school activities? Any Japanese related activities outside of school?

学校に関して何か特別にありましたら、どうぞ教えてください。

Please let me know if there is anything you especially want me to know about your student.

裏にもっとあります **More on Back!** ↓

日本語教育における、皆さんのニーズ、そして家でどのようなリソースがあるかを知りたいので、下のアンケートに協力をお願いします。

In an attempt to understand the resources of our students and attend to their needs, please complete the following survey:

1. 保護者の方だれかが、日本語を話すことができますか。「はい」「いいえ」

Do any of the parents or guardians of this student speak Japanese? Yes No

「はい」の方—どのくらいのレベルでしょうか。If yes, at what level:

2. 家には、日本語の辞書がありますか。

Does your student have Japanese dictionaries at home?

「はい」の方—どの種類ですか（丸をしてください）。和英 英和 漢字

If yes, what kind? (Please circle): Japanese-English English-Japanese Kanji

3. 家にコンピュータがありますか。

Does your student have access to a computer at home?

「はい」の方—どの種類ですか（丸をして下さい）。

If yes, what kind?

Mac PC

日本語のウェブサイトが読めたり、日本語でタイプできますか。

Can you type in Japanese and browse websites in Japanese with your computer?

4. 家でインターネットを使うことができますか。

Can your student access the internet on a regular basis from home?

5. お子さんは、英語でどのくらいタイプができますか。（1—ぜんぜん、5—とても速く）

How well can your student type in English? (1-not at all, 5-very quick)

6. お子さんは、日本語でどのくらいタイプができますか。（1—ぜんぜん、5—とても速く）

How well can your student type in Japanese? (1-not at all, 5-very quick)

ご協力ありがとうございました！

THANK YOU FOR YOUR TIME!