# Carrying Culture: Micronesia Portfolio Checklist

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### Lesson Plans/Exhibits/Reflections

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<th>(The lesson plan must use arts strategies and information learned during this PD credit course.)</th>
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<tr>
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Use additional pages as needed

2/12/10
Standards-Based Lesson Plan 1

In this lesson, I use the literacy strategy and gallery walk as an active-learning strategy for the students to learn about Micronesian culture. As an introductory example, I will introduce the poem by Dr. Hattori who is from Guam, maps of the Micronesian region in the Pacific. First of all, students write the poem about themselves reflecting on their culture background. 4 stanzas comprise the poem. Second of all, student illustrate on every stanza. Third of all, they read their poem in the class. Lastly they do gallery walk and talk about similarities and differences between each other.

Note: PLEASE HIGHLIGHT WHERE IN YOUR LESSON THE STRATEGY IS BEING USED.

<table>
<thead>
<tr>
<th>Lesson Plan:</th>
<th>Identify Desired Results:</th>
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<tbody>
<tr>
<td>- Lesson Plan Name</td>
<td>• What standards will you address?</td>
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<tr>
<td>- Subject Area / Course Name</td>
<td>• What should students know, be able to do, and care about?</td>
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<td>• What is the target level of thinking?</td>
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<tr>
<td>- Textbook (if applicable)</td>
<td>Where I’m From</td>
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<tr>
<td></td>
<td>Japanese</td>
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<table>
<thead>
<tr>
<th>Identify Desired Results:</th>
<th>Determine Acceptable Evidence:</th>
</tr>
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<tbody>
<tr>
<td>- What standards will you address?</td>
<td>• Students create poem with reflecting their own culture and background. The poem has good sentence structure, vocabulary, grammar.</td>
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<tr>
<td>- What should students know, be able to do, and care about?</td>
<td>Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture</td>
</tr>
<tr>
<td>- What is the target level of thinking?</td>
<td>• The student: Compares the history, politics, or art by reading or viewing support materials and then discussing how they are the same or different from his or her native culture.</td>
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<td></td>
<td>Standard 2: Create drawings and paintings using a variety of techniques and processes as well as principles of art and design</td>
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<tr>
<td></td>
<td>Identify symbols, themes, and metaphors and produce original works of art to communicate an opinion, an idea, or an issue</td>
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<table>
<thead>
<tr>
<th>Determine Acceptable Evidence:</th>
<th>Plan Learning Experiences &amp; Instruction:</th>
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<tbody>
<tr>
<td>• What student product/performance will show that students have achieved the targeted standard(s) and thinking level?</td>
<td>• Motivational activity: Students will think about themselves and express in basic Japanese. It can be good review lesson. Also illustrating/drawing activity is fun to everybody. Also sharing their work with others can be good ice break activity. It makes class atmosphere warm and welcoming.</td>
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<tr>
<td>• How will the student and teacher demonstrate the extent to which the student's work is meeting the standards?</td>
<td></td>
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<tr>
<td>• What is the activity or method that will be used to determine whether the student product includes the criteria/key points as indicated in the performance standards?</td>
<td></td>
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<tr>
<td>• Show evidence of standards being met.</td>
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Use additional pages as needed

2/12/10
Samples of Student Work for Lesson #1

Provide three (3) student work samples per lesson at a variety of student performance levels (e.g., advance, proficient, novice.) The samples of student work may be actual artwork, photographs, audiotapes or a video of the artwork or performance. Please remove or white out student names from papers.

Captions:

The following document is the student samples of the portfolio. The document is evidence of the teacher using the active learning, literacy strategies from the course to develop and implement a lesson that produces student products. This is evidence of learning because the teacher is applying a concept learned in the course that directly results in student production and achievement of the courses key concepts in carrying culture: Micronesia.

Sample 1:

I AM FROM

The sweet scent of lavender and chrysanthemums.
The songs of cockatoos and the sounds of dogs,
And the view of a morning’s drizzle

FROM

The tastes of homemade curries,
Freshly made tsukiyaki
And corn chowders

FROM

The words of those close to me,
Encouraging me to never stop chasing dreams.
Life is like a song, you know it’ll end but you’ll listen any
To never give up

My mother who has always told me to dream big
My father who helped me to achieve my goals
And my sister who helped me every day
The sample is an example of “advanced”. This student’s poem describes culture background well and also its drawing is elaborated.

Sample 2:

A low cement wall, SMALL BARKS
Smells like screaming grass

I got some RICE
CHAZUKE
some fried rice
also some cup noodle.

「这也渋い！」
"Huh"

please I have a headache.

My mom is cool
My brother is adorable
My dad ran away with the spoon
The sample is an example of “between of advanced and proficient”. This student’s poem describes culture background simply but deeply and also its drawing is simple but captures the contents well.

Sample 3

The sample is an example of “proficient”. This student’s poem describes culture background well but its drawing is too simple.
Teacher Reflection on Lesson #1  
(To be completed at the end of the lesson.)

Successful aspects of the lesson:

I did this lesson the beginning of this school year. It was the first week of August. I chose Japanese 4. The class has 12 students and I have never taught them before. Students are totally new to me.

This activity was successful to understand my students’ background and gave me students’ unique self-images. The end of the lesson, we did a gallery walk. As I didn’t know students, they didn’t know each other yet, so reading each other’s poem worked like an ice breaker very successfully.

All students were very interested in class mates’ poem which tells about their background, and family.

Surprises along the way:

This lesson was held a week before open house, so I suggested them to decollate their works on the wall. I was surprised that some of them focused on their quality and made better work to create nice poem.

Also I was surprised that some students didn’t want to make their poem public. Since the poem may indicate their family issue, some students asked me not posting.

I was surprised at their engagement of this activity in a positive way.

Things I would do differently next time:

Next time when I do this activity, I will ask students write in English and Japanese. Their English level is way better than their Japanese level of course. I want students to recognize that. If they know the gap between 2 languages, they may try to make the gap smaller.

This activity can be a good practice for writing Japanese poem.
Standards-Based Lesson Plan 2

In this lesson, I used the “see, think, and wonder” as an active-learning strategy for the students to learn about Micronesian culture by observing Palau storyboard. I introduced storyboards in front of my class to help each other respond to the objects. This strategy was used as a motivational activity to help students engage in making inferences about artifacts from the Micronesian culture and to understand as they listen and learn with their peers as they share together their observations, thoughts and wonder about the artifacts. I had them speak out the story behind the picture of the storyboard in Japanese. I used visual thinking strategy.

After examining storyboards, I had students read Japanese story books. Students summarized the story and drew its picture, and created their own storyboard. This is integration of Art strategy and students used art translation strategy.

Note: PLEASE HIGHLIGHT WHERE IN YOUR LESSON THE STRATEGY IS BEING USED.

Lesson Plan:
- Lesson Plan Name
- Subject Area / Course Name
- Targeted Grade / Level
- Textbook (if applicable)

Japanese Storyboard Making
Japanese 4
All pictures : Copyright by Margaret Leach

Identify Desired Results:
- What standards will you address?
- What should students know, be able to do, and care about?
- What is the target level of thinking?

- Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences

- Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media

- Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

- Students will read a story through the painting, and tell the story.
- Students will be able to read a Japanese story
and be able to rewrite in a short story and draw a Painting that represents the story.

- Students will create their own storyboard based on a Japanese story and do the presentation

### Determine Acceptable Evidence:
- What student product/performance will show that students have achieved the targeted standard(s) and thinking level?
  - How will the student and teacher demonstrate the extent to which the student's work is meeting the standards?
  - What is the activity or method that will be used to determine whether the student product includes the criteria/key points as indicated in the performance standards?
- Show evidence of standards being met.

Benchmark WL.IIS.Y4.2.1
Identify significant ideas and details in materials by making inferences or predictions supported by evidence in the text and painting

- Advanced
  - Identify significant ideas and details in a variety of authentic materials by making inferences or predictions supported by evidence in the text and painting

- Proficient
  - Identify significant ideas and details in extended and more complex materials by making inferences or predictions supported by evidence in the text and painting

- Well below
  - Identify very few of the significant ideas and details in familiar materials by making inferences or predictions supported by evidence in the text and painting

### Plan Learning Experiences & Instruction:
- What learning experiences & teaching will promote targeted student achievement and higher thinking level(s)?
- What strategies and activities might you incorporate to strengthen the lesson?

Motivational activity:

The teacher will show artifacts of Micronesian storyboards and will have the students share their responses about them. The teacher has them talk about the story through the painting. Have them describe or create a story based on the painting. See, Think, and Wonder strategy.

Students read a story in Japanese and draw painting and create their Storyboard. This is integration of Art strategy and art translation strategy.

### Samples of Student Work for Lesson #2

Provide three (3) student work samples per lesson at a variety of student performance levels (e.g., advance, proficient, novice.) The samples of student work may be actual artwork, photographs, audiotapes or a video of the artwork or performance. Please remove or white out student names from papers.

Use additional pages as needed
Captions:

The following document is the student samples of the portfolio. The document is evidence of the teacher using the active learning, literacy strategies from the course to develop and implement a lesson that produces student products. This is evidence of learning because the teacher is applying a concept learned in the course that directly results in student production and achievement of the courses key concepts of “Storyboard” in carrying culture: Micronesia.

Sample 1:

The sample is an example of “advanced”. This student’s summarized a famous Japanese myth very well with advanced sentence structure and vocabulary. Also its drawing is elaborated. The drawing describes the story perfectly.
Sample 2:
The sample is an example of “Between of advanced and proficient”. This student’s summarized a famous Japanese novel very well. It is written in simple sentences. Unfortunately the summarized story is missing one very crucial key idea, why Kandata was not able to go to heaven. The drawing is excellent. It captures the story perfectly.
Sample 3:

The sample is an example of “proficient”.
This student’s summarized a famous Japanese novel based on the true story very well.
The writing is excellent. However the drawing is like an illustration rather than a storyboard.
Teacher Reflection on Lesson #2  
*(To be completed at the end of the lesson.)*

Successful aspects of the lesson:

To accomplish this activity, students had to read a book in Japanese, such as novel, and myth. The book level is high enough for Japanese 4. All students successfully read and understand what is written. They summarized the story well and draw the picture of the story well.

This is successfully art and Japanese reading integration lesson.

Surprises along the way:

I thought many of them didn’t like to read a book written in Japanese, but surprisingly they loved to read. They read a lot spontaneously. I have 30 books for Japanese 4 level. One student read 5 books, 3 students read 3 books, and the rest of students read 2 books. It is because all books are well known stories, such as Hachi (the loyal dog), Momotaro (peach boy). Students loved those stories especially old tales.

Also I was surprised at students’ quality of drawing. Some of them drew the story picture so nicely. I am glad to see students' talents through this activity.

Things I would do differently next time:

I will do the same activity. Next time, I would have Japanese 1 and 2 students also read one or two book written in Japanese and pick one of them to illustrate it into their storyboard. Now I know I can apply this activity to all of my course level. For students, this activity may prompt them to read.

This lesson covers reading comprehension, writing, and art drawing to express summarized story. Instead letters, students can write the story with picture/illustration.
Standards-Based Lesson Plan 3

Please describe the instructional strategy incorporated in your lesson plan: (Please note that this lesson must be literacy based.)

In this lesson, I used gallery walk, and written and oral presentation as an active-learning strategy for the students to learn about Micronesian Languages and what is “hello” in their language. I placed information on the walls for the students to walk around the classroom, but first I explained Micronesia has many different languages and cultures. I will inform the students about the Micronesian islands, the many different island culture, languages, and value. This strategy was used as a motivational activity to help students engage in learning about other languages to say “hello”, and better to understand a variety of languages. Students will understand Micronesia has different languages, culture, and countries. I have students find “hello” in different language. They present what is hello in a language. They will learn hello in different many languages, understand how to say language names in Japanese. Also they can say what the special food of each island in Micronesia is, who the famous person of each island in Micronesia is. That is literacy strategy.

Note: PLEASE HIGHLIGHT WHERE IN YOUR LESSON THE STRATEGY IS BEING USED.

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<th>Lesson Plan:</th>
<th>Jin, Go, No, Country-Nationality-Language-Food</th>
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<tr>
<td>Lesson Plan Name</td>
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<td>Gd. 9,10,11</td>
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<tr>
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<td>Targeted Grade / Level</td>
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<tr>
<td>Textbook (if applicable)</td>
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</table>
### Identify Desired Results:
(Please address literacy in your selection.)

- What standards will you address?
- What should students know, be able to do, and care about?
- What is the target level of thinking?

- **Benchmark SS.7PI.7.1**: Use geographic representations such as maps or models to explain population distribution and the physical and human characteristics of places in Oceania, including landforms, natural resources, climate, river, lakes, bridges, dams, roads, and buildings
- Students will know the geography of Micronesia. They will care about Micronesian culture and appreciate diversities.

### Determine Acceptable Evidence:
- What student product/performance will show that students have achieved the **targeted standard(s) and thinking level**?
  - How will the student and teacher demonstrate the extent to which the student's work is meeting the standards?
  - What is the activity or method that will be used to determine whether the student product includes the criteria/key points as indicated in the performance standards?
  - Show evidence of standards being met.

- Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture

- Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages

- Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
  - **Student will be able to**
    - Prepare written communication on a given theme, using simple phrases and expanded vocabulary for a variety of topics
    - Compare tangible and intangible products and practices of the target culture to other cultures, in great detail
    - Compare more complex grammatical and linguistic structures of target language with own language

### Plan Learning Experiences & Instruction:
- What learning experiences & teaching will promote targeted student achievement and higher thinking level(s)?
- What strategies and activities might you incorporate to strengthen the lesson?

**Literacy strategy**
Japanese 1 students are learning how to do self-introduction. They are learning basic sentence with Nouns.

- NOUN1 wa NOUN2 desu = Noun 1 is Noun 2
- Students always have problems when they use the word “Japanese” because in English it is one word, but in Japanese it has three words, such as Japanese people (nihon jin), Japanese language (nihon go), Japanese (adjective….nihon no). Suffix, jin, go, no change the meaning.

I have student use the suffix and describe about one island/country in Micronesia.

I have student type sentences with those words and suffix.

Students have to research assigned a country or an island in Micronesia.

This is a group work, each group has 4 students. Each student has to research on 1 task, share findings and create a whole group slides.

**Jigsaw reading & Active learning**
Samples of Student Work for Lesson #3

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Captions:

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Sample 1:
Word Meaning Konnichiwa

Isbwe is まーしゃる です

Amata Kabua

Amata Kabua は まーしゃるしん です
The sample is an example of “advanced”. This group researched all items, used correct suffix, and created correct sentences. Sentence structure is correct.
Sample 2:

The republic of Nauru - なうる

People

Naurujin なうるじん
Language

Ekamowir Omo - hello
Ekamowir Omo
はなうるごです

Hello!

Food

Grilled fries はなうる
たべものです
The sample is an example of “between of advanced and proficient”. This group researched all items, but is missing one suffix to create a correct sentence.
Sample 3:
The sample is an example of “proficient”. This group researched all items, used correct suffix, but didn’t apply to create sentences. The group just listed items with correct suffix.
Teacher Reflection on Lesson #3  
(To be completed at the end of the lesson.)

Successful aspects of the lesson:

Students' engagement is always a success most of the time when they do hands-on project. I'm very proud in the attention to detail that most students have in making presentable slides with using technology research the greeting/language, person/nationality, and food in assigned Micronesian location. It was very hard to choose one sample for “advanced” work example. I believe that creating slide presentation as a group is helpful for everybody. Some students are still confused about Japanese suffix and sentence structure. Advanced students in their groups can be teachers for them. Students learn from students. For advanced students, their teaching demonstrates understanding.

Through researching Micronesian countries/Islands, most students learned Japanese grammar, sentence structure, and diversities of Micronesia.

Surprises along the way:

I was amazed to see how the students are helping each other from this group work. All students in a group assigned one task. Each student researched and share. Jigsaw reading worked very efficiently. When we did presentation, some groups did not meet with proficiency, but seeing other group presentations they understand and did self-correction.

Before this lesson, students were not aware of the diversity of Micronesia. Hawaii has many people from that area, but my school doesn’t have them so much compare to other areas. There are only 2% students in my Japanese 1 class that I did this lesson.

Things I would do differently next time:

I definitely will do this lesson again. Students were not aware of the difference of countries in Micronesia, but after this activity they are more aware of that area, and know about similarities and differences. They also reflected how much Micronesia is similar to Hawaii. Appreciating diversity of culture makes students open minded and caring person. I am sure it can serve in their community.