

Japanese R-2 Course Overview – Year B 2018

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<p>Module 1: LET'S GO TO THE ZOO</p> <p>KEY QUESTION(S): What sound does an elephant make? Which animal are you?</p> <p>KEY CONCEPTS: Identity, character, sound</p> <p>KEY PROCESSES: mimicking, identifying, performing, playing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning</p>	<p>Module 2: WHAT'S IN YOUR SCHOOL BAG?</p> <p>KEY QUESTION: What do you bring to school?</p> <p>KEY CONCEPTS: Identity, School, Routine</p> <p>KEY PROCESSES: identifying, creating, playing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for</p>	<p>Module 3: I LOVE SUSHI SOY MUCH!</p> <p>KEY QUESTION: Can you use Japanese manners at meal time?</p> <p>KEY CONCEPTS: Etiquette, Food culture</p> <p>KEY PROCESSES: performing, labelling, comparing, playing</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks</p> <p>CREATING Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing,</p>	<p>Module 4: YOU ARE THE KIMONO DESIGNER!</p> <p>KEY QUESTION(S): What's a kimono? What patterns and colours do they have on their kimono? When do you wear kimono?</p> <p>KEY CONCEPTS: Cultural practice, Colour, Pattern</p> <p>KEY PROCESSES: creating, designing, colouring, playing</p> <p>CONTENT DESCRIPTIONS</p> <p>TRANSLATING Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English</p>

<p>CREATING Participate in shared performances and presentations of stories, songs, chants and rhymes</p> <p>REFLECTING Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression</p> <p>SYSTEMS OF LANGUAGE Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that Japanese and English borrow words and expressions from each other and from other languages</p>	<p>help, using appropriate gestures and behaviour</p> <p>INFORMING Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials</p> <p>TRANSLATING Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people</p>	<p>chanting, miming, play-acting, drawing, action and movement</p> <p>REFLECTING Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression</p> <p>SYSTEMS OF LANGUAGE Recognise and copy some hiragana and a few high-frequency kanji</p> <p>LANGUAGE VARIATION AND CHANGE Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar</p>	<p>REFLECTING Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups</p> <p>SYSTEMS OF LANGUAGE Understand that language is organised as 'text', and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that language and culture are closely connected</p>
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Across the year 

Reading program: age appropriate readers which support the language learning connected to each of the modules

Reception to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers through play- and action-related language. They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, おはようございます、おはよう、こんにちは、さようなら、また、あした, thanking and apologising, and giving and receiving, for example, どうぞ、どうも. They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts. When listening to simple repetitive spoken texts, they identify key words such as names or numbers of objects or people, and demonstrate comprehension by actions, drawing or labelling. They respond to instructions through actions, for example, きいてください。みてください。 , and respond to questions, for example, だれなにどこ with single words and set phrases and by selecting images or objects, for example, いぬですか。ねこですか。 . They present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language. They describe people and objects using adjectives to indicate colour, shape and size, for example, あかいりんご、おおきい、まるい. They indicate ownership by using, for example, だれのですか。わたし/ぼくのです。 They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing. Students recognise and begin to write single *kanji*, such as 人, 木, 山、川、月、日、一、二、三, the 46 *hiragana* symbols, and some *hiragana* words such as くち、ねこ、あお、しかく. They demonstrate understanding of *hiragana* as well as *kanji* by actions such as matching, labelling and sorting. They translate and interpret examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours.

Students identify the three different scripts in Japanese, *hiragana*, *kanji* and *katakana*. They understand that *hiragana* represents the basic units of Japanese sound and apply that knowledge in their communication. They know that *kanji* represents meaning as well as sounds, and that *katakana* is used for borrowed words. They know that stroke order in writing characters is important. Students identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings, such as Smith せんせい、 and in simple sentences, such as おりがみがすきです。ぞうはおおきいです。 . They provide examples of different ways of addressing friends, family and teachers or other adults. They use pronouns, such as わたし/ぼく , and titles/suffixes, such as ~せんせい/~さん/~くん, to address different people. They identify Japanese words that are often used in English-speaking contexts, for example, 'sushi', 'origami' and 'karate'. They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン. They identify similarities and differences between Japanese and their own languages and cultures.

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.

Updated 22/12/2017