

Japanese 3-4 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
Module 1:	Module 2:	Module 3:	Module 4:
MY BEST FRIEND	STAND UP, BOW, THEN SIT DOWN!	WHAT'S IN YOUR OBENTO BOX?	HARAJUKU FASHION
<p>KEY QUESTION: What do you love about your pet? What do Japanese pet lovers do for their pets?</p> <p>KEY CONCEPTS: Relationship, character</p> <p>KEY PROCESSES: Describing, comparing, sharing</p>	<p>KEY QUESTION: Can you follow the teacher's instructions in Japanese?</p> <p>KEY CONCEPTS: School, Routine, Politeness</p> <p>KEY PROCESSES: listening, identifying, playing</p>	<p>KEY QUESTION: What typical Japanese food can you find in an Obento box? What's school lunch time like in Japan?</p> <p>KEY CONCEPTS: Food culture, Health</p> <p>KEY PROCESSES: labelling, comparing, informing, sharing</p>	<p>KEY QUESTION: What is Japanese kawaii (cute) fashion like?</p> <p>KEY CONCEPTS: Youth culture, Fashion</p> <p>KEY PROCESSES: creating, identifying, wearing, comparing</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others</p> <p style="text-align: center;">INFORMING</p> <p>Locate and process specific points of information in familiar types of</p>	<p style="text-align: center;">SOCIALISING</p> <p>Follow teacher instructions and directions by responding to questions and requests, and use simple questions and statements to ask permission and to show interest and appreciation</p> <p style="text-align: center;">CREATING</p> <p>Participate in and respond to imaginative texts such as interactive</p>	<p style="text-align: center;">SOCIALISING</p> <p>Interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others</p> <p style="text-align: center;">INFORMING</p> <p>Present factual information relating to familiar home, community and</p>	<p style="text-align: center;">SOCIALISING</p> <p>Participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities</p> <p style="text-align: center;">CREATING</p> <p>Create and present imaginative texts for a range of audiences that use familiar expressions and modelled language and allow for</p>

<p>written, spoken, multimodal and digital texts associated with people, places and objects</p> <p>TRANSLATING Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories</p> <p>SYSTEMS OF LANGUAGE Understand that hiragana symbols can be combined to represent words</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region</p>	<p>stories and performances, for example by acting out responses or making simple statements to identify and compare favourite characters and elements</p> <p>TRANSLATING Interpret and explain simple interactions in Japanese, noticing linguistic and cultural features</p> <p>REFLECTING Notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations</p> <p>SYSTEMS OF LANGUAGE Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji</p> <p>LANGUAGE VARIATION AND CHANGE Understand that language varies according to the age and relationship of those using it, and according to the situation in which it is being used</p>	<p>cultural contexts, using graphic and digital support such as photos, tables, lists and charts</p> <p>REFLECTING Notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations</p> <p>SYSTEMS OF LANGUAGE Understand and identify elements of basic grammar and sentence structure and interaction patterns</p> <p>Recognise that texts such as stories, games and conversations have particular language features and textual conventions</p>	<p>exploration and enjoyment of language, cultural expression and performance</p> <p>TRANSLATING Interpret and explain simple interactions in Japanese, noticing linguistic and cultural features</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that the ways people use language reflect where and how they live and what is important to them</p>
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Across the year

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

Year 3-4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers in regular classroom routines and structured interactions. They understand and respond to instructions related to classroom organisation and activities, for example, ペアになってください。大きいこえでいってください。 . They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example, がんばって. They use language spontaneously in simple familiar communicative exchanges, for example, やったー！だいじょうぶ？. They respond to simple questions using short spoken statements, for example, いつですか。なにがすきですか。 . They use counter classifiers in response to questions such as なん人にん、なん月がつ、なんじ、なんさい. Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips. They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましよう、ました and ません. They read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしよう), as well as high-frequency kanji such as 月、日、先生. They apply word order (subject–object–verb) in simple sentences. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).

Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. They identify ways in which rhythm is used to chunk phrases within a sentence. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation. They know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か. They understand and use the rules and phonetic changes that apply to counter classifiers, for example, はっさい、ひとり、ふたり. They identify language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/おなまえ、はし/おはし. They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking.

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

Updated 22/12/2017