

Japanese 5-7 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:
THE YEAR OF THE DOG	RING THE SCHOOL BELL!	YOU MAKE MISO HEALTHY!	JAPANESE FASHION SHOW!
<p>KEY QUESTION(S): How were the zodiac animals chosen? Do you have the same personal traits as your animal of the year? What other animals bring you luck in Japan?</p> <p>KEY CONCEPTS: Zodiac, superstition, celebration</p> <p>KEY PROCESSES: Evaluating, comparing, identifying</p>	<p>KEY QUESTION: How is the timetable different to Australia?</p> <p>KEY CONCEPTS: School, Time, Routine</p> <p>KEY PROCESSES: informing, sharing, comparing</p>	<p>KEY QUESTION (S): What can we learn from Japanese people’s lifestyle? What is the secret to living a long life?</p> <p>KEY CONCEPTS: Food culture, health, lifestyle</p> <p>KEY PROCESSES: identifying, comparing, labelling, informing</p>	<p>KEY QUESTION(S): How has Japanese fashion changed over time? Why are traditional clothes still cool?</p> <p>KEY CONCEPTS: Fashion, Similarity and Difference, Attitudes</p> <p>KEY PROCESSES: discussing, comparing, informing, researching</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others</p> <p style="text-align: center;">INFORMING</p> <p>Gather, classify and compare information from a range of sources</p>	<p style="text-align: center;">SOCIALISING</p> <p>Participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting one another, thanking, apologising and expressing preferences</p>	<p style="text-align: center;">SOCIALISING</p> <p>Interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others</p> <p style="text-align: center;">INFORMING</p> <p>Convey information on specific topics using formats such as oral or</p>	<p style="text-align: center;">SOCIALISING</p> <p>Collaborate with peers to plan and conduct shared events or activities such as teaching and working with a buddy class, organising a shared event, or rehearsing and presenting a school performance</p> <p style="text-align: center;">INFORMING</p> <p>Gather, classify and compare information from a range of sources</p>

<p>related to concepts from other learning areas</p> <p>CREATING Listen to, read and view different imaginative texts such as anime, folk stories and manga, describe and give opinions about characters and events, and identify cultural elements</p> <p>SYSTEMS OF LANGUAGE Recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text</p> <p>ROLE OF LANGUAGE AND CULTURE Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication</p> <p>SOCIALISING (YEAR 7) Interact with others to share interests and experiences, exchange information and express opinions and feelings</p>	<p>TRANSLATING Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus</p> <p>SYSTEMS OF LANGUAGE Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning</p> <p>SYSTEMS OF LANGUAGE Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes</p> <p>LANGUAGE VARIATION AND CHANGE Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal</p> <p>TRANSLATING (YEAR 7) Work collaboratively to design bilingual resources to convey information to the school community</p>	<p>digital presentations, displays, diagrams, timelines and guided descriptions</p> <p>TRANSLATING Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning</p> <p>REFLECTING Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that the Japanese language is both influenced by in turn influences other languages and cultures</p> <p>INFORMING (YEAR 7) Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts Understand that Japanese language</p>	<p>related to concepts from other learning areas</p> <p>REFLECTING Discuss the experience of speaking and interacting in a different language, what they understand by 'identity', and whether learning Japanese has any effect on their sense of self</p> <p>SYSTEMS OF LANGUAGE Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations</p> <p>ROLE OF LANGUAGE AND CULTURE Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication</p> <p>SOCIALISING (YEAR 7) Engage in activities that involve collaboration, planning, organising, negotiating and transacting</p>
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<p>SYSTEMS OF LANGUAGE (YEAR 7) Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji</p>	<p>LANGUAGE VARIATION AND CHANGE (YEAR 7) Explain variations in Japanese language use that reflect different levels of formality, authority and status</p>	<p>and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other</p> <p>REFLECTING Participate in intercultural interactions, identifying and comparing aspects of culture that affect communication and noticing how own culture impacts on language use</p>	<p>ROLE OF LANGUAGE AND CULTURE (YEAR 7) Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other</p>
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Across the year 

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

Years 5 - 6 Achievement Standard

By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as *まい日、ときどき*. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as *そして、それから*. They show concern for and interest in others by making enquiries such as *だいじょうぶ?*, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, *犬いぬA、小さい、AE雨EあめA*. Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, *やさしい人です*. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, *へ、で、を、が* and prepositions, for example, *のAE上EうえAに*, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective *です*. noun *です/でした*. and present/past/negative verb forms, for example, *のみます、たべます、AE見EみAました、いきません*. They use counter classifiers in response to questions such as *いくらですか。なんびき?なんこ?*. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.

Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を、へ、は、 and です. They understand and apply the rules and phonetic changes related to counter classifiers, such as さんぜんえん、いっこ、はっぴき. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as パソコン、メール、パスタ, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうずですね。いいえ。.

Years 7 - 8 Achievement Standard

By the end of Year 8, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb ましょう for planning and making arrangements and offering suggestions. They ask and respond to a range of questions, for example, だれと、何EなんAで、いつ、どこで、 using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, でも or が、わたしはフットボールが好きです。でも、母はフットボールが好きじゃないです。 . Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They read and write high-frequency kanji for verbs (for example, 行きます、見ます、来きます), nouns (for example, 先生、父、母、月よう日), adjectives (for example, 早い), and the pronoun 私. They read some compound words such as 日本語. They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. They plan, draft and present informative and imaginative texts with the support of modelled resources. They use counter classifiers in response to questions, for example, いくつ、何まい、何本、何分. They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, だから), and adverbs of frequency (for example, いつも), time (for example, 時、半、分、AE前EまえA) and direction, for example, みぎ、ひだり、前、うしろ. They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as が、へ、から、まで、 including for example に to indicate timeframes. Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.

Students understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system. They apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. They understand and use い and な adjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as ひとつ、さんぼん、じゅっぶん. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. They identify words (for example, お母さん and 母), phrases (for example, どうぞよろしく。), prefixes (for example, お and ご), suffixes (for example, ~さん and ~さま) and titles (for example, ~先生) that indicate different levels of formality. They recognise values that are important in Japanese society, such as



maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, for example, もうすこしがんばりましょう。 . They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.

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

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