

SACE Course Overview 2019		LANGUAGE: Japanese		COURSE TYPE: Background Speakers		LEVEL: STAGE 1 (Year B)	
<p>This course focuses on developing skills in exchanging, analysing and evaluating information, opinions and ideas. Detailed information is available from the Subject Outline accessible from the SACE Board web site: <a href="http://saceboard.sa.edu.au">http://saceboard.sa.edu.au</a></p> <p>Within the set Themes studied through a range of texts, students extend their knowledge of Japanese and reflect on, respond to aspects of the language and culture of Japanese speaking communities. Students are assessed through a series of required assessment types as outlined in the Subject Outline. A Learning and Assessment Plan for students and parents is available on the class Edmodo at the beginning of the course. As per SACE guidelines, students will be assessed against set criteria. Grades will result from student performance against the Performance Standards at A to E level. In order to make the most of student potential, 5 capabilities have been incorporated into the language program. These capabilities are: communication, citizenship, personal development, work and learning. The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.</p> <p>In courses which have texts and dictionaries, students are required to purchase these. In courses which do not have set texts, learning materials are provided by the teacher.</p>							
<p><b>Set texts:</b> To be discussed in class</p> <p><b>Dictionary:</b> Japanese-Japanese dictionary, Japanese-English dictionary</p>							
Semester	Theme 1: Self and others	Theme 2 Tradition and change in the Japanese-speaking communities	Theme 3 Global issues	Text Types	Main Grammar & Other Linguistic Features		
1	<p><b>Personal world</b></p> <ul style="list-style-type: none"> <li>Personal details and qualities</li> <li>Self-introductions</li> <li>Relationships with family and friends</li> <li>Family structures in modern Japan - Traditional extended family VS modern nuclear family</li> </ul> <p><b>Investigation Task</b></p>	<p><b>Lifestyles</b></p> <ul style="list-style-type: none"> <li>Changing lifestyles, family life, rural and urban life, patterns of leisure activities, the role of women in society and the workforce, the aged</li> <li>Low birth rate, Poverty in fatherless families, Shortage of child care centres</li> </ul>	<p><b>The environment</b></p> <ul style="list-style-type: none"> <li>Pollution, wildlife protection, conservation of natural resources</li> <li>Devastation of Mt. Fuji</li> <li>Waste issues in Japan</li> </ul>	Articles / Essay Speeches / talks (scripted) Letter / Personal profiles Reviews / Recount Interviews /Film review Journal entries Narrative accounts Descriptions / Reports Advertisements /Announcements Debate / Article	<p>Students will already have acquired a significant understanding of the function of grammar in Japanese through prior knowledge or study of Japanese. Students will be expected to read and write KYOIKU KANJI and recognise JOYO KANJI in the texts.</p> <p>Linguistic elements: topical vocab, idioms, connectives and devices.</p>		

2			<p><b><u>The nature and future of work</u></b></p> <ul style="list-style-type: none"> <li>• Modern technology and its impact</li> <li>• The nature and causes of unemployment, urbanisation, work ethics</li> <li>• Robotic development for aging society</li> <li>• Overwork and <i>Karoshi</i></li> <li>• Working poor</li> </ul> <p><b><u>Human rights in the world today</u></b></p> <ul style="list-style-type: none"> <li>• Universal human rights, privacy, minority groups, the disabled, racism, rights to life</li> <li>• Homeless, working poor, foreign workers, immigrants</li> </ul> <p><b>Investigation task</b></p>		
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*Please note: This Course Overview may change to accommodate student prior knowledge and/or combined year levels.*