

## Japanese Years 3 and 4 Course Overview – Year C 2019

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

Term 1	Term 2	Term 3	Term 4
<p><b>Module 1:</b> <b>ZEN KIDS: MINDFULNESS</b></p> <p><b>KEY QUESTIONS:</b> What's Zen and Mindfulness? How can you use Zen techniques in your life?</p> <p><b>KEY CONCEPTS:</b> Emotion, health/wellbeing, practices</p> <p><b>KEY PROCESSES:</b> Expressing feelings, role playing, reflecting, comparing</p>	<p><b>Module 2:</b> <b>MANGA COMIC ARTIST!</b></p> <p><b>KEY QUESTIONS:</b> Have you read manga comics? What are they about?</p> <p><b>KEY CONCEPTS:</b> Character, leisure</p> <p><b>KEY PROCESSES:</b> Creating, analysing, applying, noticing</p>	<p><b>Module 3:</b> <b>SLEEP OVER</b></p> <p><b>KEY QUESTIONS:</b> How do you feel about sleeping at someone else's house? What makes your house special?</p> <p><b>KEY CONCEPTS:</b> Home environment, family, custom</p> <p><b>KEY PROCESSES:</b> Comparing, discussing, sharing, role playing</p>	<p><b>Module 4:</b> <b>LET'S GO!</b></p> <p><b>KEY QUESTIONS:</b> Why do people go to festivals? What do people do for fun at summer festivals?</p> <p><b>KEY CONCEPTS:</b> Celebration, leisure, community</p> <p><b>KEY PROCESSES:</b> Transacting, making decisions, responding, acting</p>
<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> 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><b>INFORMING</b> Locate and process specific points of information in familiar types of</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>INFORMING</b> Present factual information relating to familiar home, community and cultural contexts, using graphic and digital support such as photos, tables, lists and charts</p> <p><b>CREATING</b> Create and present imaginative texts for a range of audiences that use familiar expressions and</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> 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><b>TRANSLATING</b> Interpret and explain simple interactions in Japanese, noticing</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities</p> <p><b>CREATING</b> Participate in and respond to imaginative texts such as interactive stories and performances, for example by acting out responses or</p>

<p>written, spoken, multimodal and digital texts associated with people, places and objects</p> <p><b>TRANSLATING</b> Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories</p> <p><b>REFLECTING</b> Notice how ways of communicating and behaving reflect identity and relationships</p>	<p>modelled language and allow for exploration and enjoyment of language, cultural expression and performance</p> <p><b>REFLECTING</b> Notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations</p> <p><b>SYSTEMS OF LANGUAGE 1</b> Understand that hiragana symbols can be combined to represent words. Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji</p> <p><b>SYSTEMS OF LANGUAGE 2</b> Recognise that texts such as stories, games and conversations have particular language features and textual conventions</p>	<p>linguistic and cultural features</p> <p><b>SYSTEMS OF LANGUAGE</b> Understand and identify elements of basic grammar and sentence structure and interaction patterns</p> <p><b>LANGUAGE VARIATION AND CHANGE 1</b> 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><b>LANGUAGE VARIATION AND CHANGE 2</b> Recognise that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region</p>	<p>making simple statements to identify and compare favourite characters and elements</p> <p><b>REFLECTING</b> Notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand that the ways people use language reflect where and how they live and what is important to them</p>
<p><b>Across the year</b> → Festivals and celebrations as they occur</p>			

### Japanese Years 3 and 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 てる。 They use language spontaneously in simple familiar communicative exchanges, for example, やっ 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 <sup>にん</sup> 人、なん <sup>がつ</sup> 月、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、ましょ、まし ました and ませ 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 ょ 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 20/12/2018