

Japanese Years 5 – 7 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
Module 1:	Module 2:	Module 3:	Module 4:
LET'S EXPLORE EMOJI FEELINGS	MYTHICAL CREATURES	HOMESTAY IN JAPAN	FESTIVALS
<p>KEY QUESTIONS: What makes you a happy person? How do you deal with your emotions?</p> <p>KEY CONCEPTS: Emotion, health/wellbeing, empathy</p> <p>KEY PROCESSES: Expressing feelings, role playing, reflecting, discussing</p>	<p>KEY QUESTIONS: What do you know about mythical creatures? What are they like in Japan and around the world? What are the stories behind mythical creatures?</p> <p>KEY CONCEPTS: Character, imagination, representation</p> <p>KEY PROCESSES: Creating, connecting, representing, discussing</p>	<p>KEY QUESTIONS: What does a house mean to you? What makes you feel at home?</p> <p>KEY CONCEPTS: Home environment, family, custom</p> <p>KEY PROCESSES: Reflecting, comparing, applying, identifying</p>	<p>KEY QUESTIONS: Why do we have festivals? What would life be like without them?</p> <p>KEY CONCEPTS: Celebration, leisure, community</p> <p>KEY PROCESSES: Transacting, expressing preferences, negotiating, comparing</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING (YEAR 7) Interact with others to share experiences, exchange information and express opinions and feelings Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication</p>	<p>INFORMING Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions</p> <p>CREATING Listen to, read and view different</p>	<p>SOCIALISING 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>SOCIALISING 1 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>INFORMING Gather, classify and compare information from a range of sources related to concepts from other learning areas</p> <p>TRANSLATING 1 Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning</p> <p>TRANSLATING 2 (YEAR 7) Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing how own culture impacts on language use</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>imaginative texts such as anime, folk stories and manga, describe and give opinions about characters and events, and identify cultural elements</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 1 Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning</p> <p>SYSTEMS OF LANGUAGE 2 Recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text</p> <p>SYSTEMS OF LANGUAGE 3 Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations</p>	<p>REFLECTING 1 Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms</p> <p>REFLECTING 2 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>REFLECTING 3 (YEAR 7) Participate in intercultural interactions, identifying and comparing aspects of culture that affect communication and noticing how own culture impacts on language use</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 1 Understand that different ways of using Japanese language shape and</p>	<p>SOCIALISING 2 (YEAR 7) Engage in activities that involve collaboration, planning, organising, negotiating and transacting</p> <p>CREATING Create and present or perform imaginative texts for a variety of purposes and audiences</p> <p>TRANSLATING Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus</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 Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication</p>
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Across the year  Festivals and celebrations as they occur

Japanese Years 5 and 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, *いぬ*, *小さい*, *あめ*. 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 うえ* 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、みました、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。 .

Japanese Years 7 and 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 the 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*、*なん*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*、*まえ*) 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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