

Japanese Year 8 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: THE ART OF SCRIPT WRITING	Module 2: KIZUNA (BONDS BETWEEN PEOPLE)	Module 4: LIVE WELL	Module 6: LAND OF VOLCANOES
<p>KEY QUESTIONS: Is handwriting still important today? What is <i>shodo</i> and why is it so popular?</p> <p>KEY CONCEPTS: Custom, tradition</p> <p>KEY PROCESSES: Identifying, comparing, reflecting, remembering</p>	<p>KEY QUESTION: What does family mean to you?</p> <p>KEY CONCEPTS: Identity, respect, family</p> <p>KEY PROCESSES: Recognising, identifying, reflecting, comparing</p>	<p>KEY QUESTION: What makes for a balanced life?</p> <p>KEY CONCEPTS: Popular culture, well-being</p> <p>KEY PROCESSES: Interacting, responding, expressing opinions</p>	<p>KEY QUESTION: What are the risks of travelling?</p> <p>KEY CONCEPTS: Tourism, natural disasters, safety</p> <p>KEY PROCESSES: Researching, identifying, explaining, composing</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement</p> <p>SYSTEMS OF LANGUAGE 1 Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and</p>	<p>INFORMING Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms</p> <p>CREATING Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts</p>	<p>SOCIALISING Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures</p> <p>SYSTEMS OF LANGUAGE 1 Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and</p>	<p>TRANSLATING Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions</p> <p>CREATING Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources</p>

<p>intonation</p> <p>SYSTEMS OF LANGUAGE 2 Identify textual conventions of familiar spoken, written and multimodal types of texts</p> <p>CREATING Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources</p> <p>REFLECTING Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour</p>	<p>ROLE OF LANGUAGE AND CULTURE Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages</p> <p>Module 3: LIFELONG LEARNING</p> <p>KEY QUESTION: What do you learn about life at school?</p> <p>KEY CONCEPTS: Routine, community, relationship</p>	<p>intonation</p> <p>SYSTEMS OF LANGUAGE 2 Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji</p> <p>REFLECTION Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour</p> <p>LANGUAGE VARIATION AND CHANGE Understand that the Japanese language both influences and is influenced by other languages and cultures</p> <p>Module 5: 100 YEN SHOP</p> <p>KEY QUESTION: What can you get at a 100 Yen shop?</p> <p>KEY CONCEPTS: Convenience, technology</p>	<p>REFLECTING Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour</p> <p>ROLE OF LANGUAGE AND CULTURE Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages</p>
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	<p>KEY PROCESSES: Comparing, expressing opinions, analysing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING 1 Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures</p> <p>SOCIALISING 2 Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement</p> <p>INFORMING Locate key points of information in a range of texts and resources and use the information in new ways</p> <p>TRANSLATING Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English</p>	<p>KEY PROCESSES: Identifying, comparing, discussion, critical thinking</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances</p> <p>SYSTEM OF LANGUAGE Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity</p> <p>REFLECTING Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity</p>	
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	<p style="text-align: center;">versions</p> <p style="text-align: center;">LANGUAGE VARIATION AND CHANGE</p> <p style="text-align: center;">Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants</p>		
<p>Japanese Years 7 and 8 Achievement Standard</p> <p>By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれて すみません。 しつれいします。 They comprehend and respond to familiar questions, such as だれ、^{なに}何、どこ、いつ、^{なん}何よう^び日、どんな、 and instructions, such as たって ください。三人の グループに なって ください。、 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ~は 何 ですか。十四ページ ですね。 . They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人、^{せんせい}先生、^{にほん}日本、^{おお}大きい、^{ちい}小さい、^{とも}友達、^いいきます、^た食べます。 Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を しますか。ゲームを します。), common counter classifiers (for example, ~人、 ~ひき、 ~さい), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions such as ^{そして}and^{それから}。 They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。 . They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.</p> <p>Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji</p>			

represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、 and conjugation of present, past, positive and negative forms of verbs. They understand and use い and な adjectives, and apply the rules of counter classifiers such as ~人、~^{がつ}月、~ひき/びき/ぴき. They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうず ですね。いいえ。、 softening responses with expressions such as ちよっと or あんまり、 and using indirect forms of refusal or disagreement.

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

Updated 20/12/2018