

Japanese 3-4 Course Overview – Year A 2020

Term 1	Term 2	Term 3	Term 4
<p>Module 1: MY FAMILY IS EVERYTHING</p> <p>KEY QUESTION: Why is my family special?</p> <p>KEY CONCEPTS: family, belonging, relationships</p> <p>KEY PROCESSES: informing, describing, comparing, observing, sharing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING 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>INFORMING 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>Module 2: IT'S RAINING, IT'S POURING!</p> <p>KEY QUESTION: What's the rainy season in Japan like?</p> <p>KEY CONCEPTS: Place, weather, superstition, lifestyle</p> <p>KEY PROCESSES: performing, labelling, comparing, observing, sharing</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks</p> <p>CREATING Participate in and respond to imaginative texts such as interactive stories and performances, for example by acting out responses or making simple statements to identify and compare favourite characters and elements</p>	<p>Module 3: TREASURE HUNT IN JAPAN</p> <p>KEY QUESTION: How do I find my way around a Japanese town?</p> <p>KEY CONCEPTS: Journey, conquest</p> <p>KEY PROCESSES: translating, informing, searching, sharing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities</p> <p>INFORMING Locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects</p> <p>TRANSLATING Interpret and explain simple interactions in Japanese, noticing</p>	<p>Module 4: KARATE KIDS</p> <p>KEY QUESTION: Why is Karate so popular around the world? What's appealing to us?</p> <p>KEY CONCEPTS: Exercise, Tradition, Wellbeing</p> <p>KEY PROCESSES: Performing, comparing, describing, labelling</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities</p> <p>TRANSLATING Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories</p> <p>REFLECTING Notice how ways of communicating and behaving reflect identity and</p>

<p>REFLECTING Notice how ways of communicating and behaving reflect identity and relationships</p> <p>SYSTEMS OF LANGUAGE Understand and identify elements of basic grammar and sentence structure and interaction patterns</p> <p>LANGUAGE VARIATION AND CHANGE 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>TRANSLATING Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories</p> <p>SYSTEMS OF LANGUAGE Recognise that texts such as stories, games and conversations have particular language features and textual conventions</p> <p>LANGUAGE VARIATION AND CHANGE Understand that the ways people use language reflect where and how they live and what is important to them</p>	<p>linguistic and cultural features</p> <p>REFLECTING Notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations</p> <p>SYSTEMS OF LANGUAGE Understand and identify elements of basic grammar and sentence structure and interaction patterns</p>	<p>relationships</p> <p>LANGUAGE VARIATION AND CHANGE 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>ROLE OF LANGUAGE AND CULTURE Understand that the ways people use language reflect where and how they live and what is important to them</p>
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Across the year 

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

Celebrations: annual cycle of celebrations as appropriate

Japanese Years 3-4 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。 They use language spontaneously in simple familiar communicative exchanges, for example, *やったー！ 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^{にん}人、なん^{がつ}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、ましょう、ました and 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、でしよう), 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 18/12/2019