

Japanese 5-7 Course Overview – Year A 2020

Term 1	Term 2	Term 3	Term 4
<p>Module 1: MY JAPANESE NEIGHBOUR</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</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: AMAZING RACE 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</p>	<p>Module 4: LET'S DANCE!</p> <p>KEY QUESTION: What dances do Japanese people enjoy today? How are modern Japanese dances influenced by traditional Japanese dances?</p> <p>KEY CONCEPTS: leisure, tradition, movement, wellbeing</p> <p>KEY PROCESSES: Performing, comparing, describing, labelling, creating</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING 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>REFLECTING</p>

<p>digital support such as photos, tables, lists and charts</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>SOCIALISING Interact with others to share interests and experiences, exchange information and express opinions and feelings (y7)</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>INFORMING Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts (y7)</p>	<p>Interpret and explain simple interactions in Japanese, noticing 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>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> <p>TRANSLATING Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one language to the other (y7)</p>	<p>Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms</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 Recognise that the Japanese language is both influenced by in turn influences other languages and cultures</p> <p>SYSTEMS OF LANGUAGE Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation (y7)</p>
<p>Across the year </p> <p>Reading program: age appropriate readers which support the language learning connected to each of the modules</p>			

Celebrations: annual cycle of celebrations as appropriate

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* 犬, *小さい*, *あめ* 雨. 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}何*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*、*月曜日*), 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}*前*) 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*、*さんぽん*、*じゅっぷん*. 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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