

Japanese Years 9-10 Course Overview – Year C 2022

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

Term 1	Term 2	Term 3	Term 4
<p>Module 1:</p> <p>THE ART OF SCRIPT WRITING</p> <p>KEY QUESTIONS:</p> <p>Why is Japanese script writing considered an art form? Is handwriting still important today?</p> <p>KEY CONCEPTS:</p> <p>Custom, tradition</p> <p>KEY PROCESSES:</p> <p>Comparing, creating, evaluating, analysing</p>	<p>Module 2:</p> <p>KIZUNA (BONDS BETWEEN PEOPLE)</p> <p>KEY QUESTIONS:</p> <p>What does family mean to you? Does family have the same meaning in all cultures?</p> <p>KEY CONCEPTS:</p> <p>Identity, respect, family</p> <p>KEY PROCESSES:</p> <p>Reflecting, comparing, evaluating, analysing</p>	<p>Module 4:</p> <p>LIVE WELL</p> <p>KEY QUESTIONS:</p> <p>What makes for a balanced life? What is <i>ikigai</i> and why is this considered to be the secret formula to a long and happy life?</p> <p>KEY CONCEPTS:</p> <p>Popular culture, well-being</p> <p>KEY PROCESSES:</p> <p>Interacting, responding, expressing opinions</p>	<p>Module 6:</p> <p>LAND OF VOLCANOES</p> <p>KEY QUESTIONS:</p> <p>What are the risks of travelling? Why would anyone want to live near a volcano anyway?</p> <p>KEY CONCEPTS:</p> <p>Tourism, natural disasters, safety</p> <p>KEY PROCESSES:</p> <p>Researching, identifying, explaining, analysing, composing</p>
<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING</p> <p>Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences</p> <p>SYSTEMS OF LANGUAGE 1</p> <p>Convey meaning by appropriately</p>	<p>CONTENT DESCRIPTIONS</p> <p>INFORMING</p> <p>Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience</p> <p>CREATING</p> <p>Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING</p> <p>Participate in activities that involve transacting, negotiating, planning and participating in events and experiences</p> <p>SYSTEMS OF LANGUAGE 1</p> <p>Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most</p>	<p>CONTENT DESCRIPTIONS</p> <p>TRANSLATING</p> <p>Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations</p> <p>CREATING</p> <p>Listen to, read and view a range of</p>

<p>selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words</p> <p>SYSTEMS OF LANGUAGE 2 Use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects</p> <p>CREATING Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences</p> <p>REFLECTING Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time</p>	<p>pop, describe settings, identify key ideas and events, give opinions and analyse cultural content</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret</p>	<p>kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds</p> <p>SYSTEMS OF LANGUAGE 2 Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words</p> <p>REFLECTION Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time</p> <p>LANGUAGE VARIATION AND CHANGE Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change</p> <p>LANGUAGE VARIATION AND CHANGE Understand that the Japanese language both influences and is influenced by other languages and cultures</p>	<p>imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content</p> <p>REFLECTING Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret</p>
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Module 3:

LIFELONG LEARNING

KEY QUESTIONS:

What do you learn about life at school? What do schools in Australia and Japan have to offer?

KEY CONCEPTS:

Routine, community, relationship

KEY PROCESSES:

Comparing, expressing opinions, analysing, reflecting

CONTENT DESCRIPTIONS

SOCIALISING 1

Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people’s experience

SOCIALISING 2

Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences

INFORMING

Access ideas and information from a range of spoken, print and

Module 5:

100 YEN SHOP

KEY QUESTION:

Is the 100 Yen shop value for money?

KEY CONCEPTS:

Convenience, technology

KEY PROCESSES:

identifying, comparing, discussion, critical thinking

CONTENT DESCRIPTIONS

SOCIALISING

Participate in activities that involve transacting, negotiating, planning and participating in events and experiences

SYSTEM OF LANGUAGE

Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas

REFLECTING

Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared

	<p>multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others</p> <p>TRANSLATING</p> <p>Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships</p>	<p>responsibility for meaning-making</p>	
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Japanese Years 9-10 Achievement Standard

By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, 来週(らいしゅう)の土曜日にサッカーをしませんか。土曜日はちょっと…。 Students ask and [respond](#) to questions, such as どのぐらい、いくつ、 using spontaneous language. They provide explanations, opinions and reasons, for example, by using ～と思います、～からです。 They maintain and extend interactions by requesting repetition or clarification and by using あいづち。 They [apply](#) appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち。 Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They [analyse](#) and extract information from a range of spoken and written texts and multimodal sources. They [understand](#) gist and [predict](#) the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (～てはいけません、～てもいいです、～ています), and the plain form (～たり～たりします、～と思います、～つもり)。 They extend or qualify their message by using adverbs such as とくに、時々(ときどき)、 and link ideas by using conjunctions, such as それに、だから、けれども。 Students translate and [interpret](#) texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings,

such as ただいま, おかえり. They [describe](#) their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.

Students [identify](#) the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They [apply](#) their understanding of kanji to [identify](#) word boundaries and know its role in assisting with the identification of linguistic elements. They [distinguish](#) between おくりがな and ふりがな、 and [recognise](#) that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students [understand](#) the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They [apply](#) their understanding of conjugation to produce negative and past adjectives. Students [identify](#) and use a range of case particles such as か (or), より、で (purpose/by) and に (location). They use metalanguage to [describe](#) and [compare](#) language features and rules of sentence construction. They choose between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They [understand](#) that languages change over time through contact with other languages and cultures, and [identify](#) the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピペ. Students [explain](#) how Japanese cultural values such as the importance of community, 内(うち)/外(そと)、 respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。 だいじょうぶ？。

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