

Japanese Years 5-6 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: LET'S EXPLORE EMOJI FEELINGS</p> <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>CONTENT DESCRIPTIONS</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>INFORMING Gather, classify and compare information from a range of sources</p>	<p>Module 2: MYTHICAL CREATURES</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>CONTENT DESCRIPTIONS</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 imaginative texts such as anime, folk stories and manga, describe and give opinions about characters and</p>	<p>Module 3: HOMESTAY IN JAPAN</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>CONTENT DESCRIPTIONS</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>REFLECTING 1 Reflect on the experience of learning and using Japanese, and</p>	<p>Module 4: WASSHOI! WASSHOI! TIME TO CELEBRATE!</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> <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>CREATING Create and present or perform imaginative texts for a variety of purposes and audiences</p>

<p>related to concepts from other learning areas</p> <p>TRANSLATING Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning</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>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>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>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 Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal</p>	<p>TRANSLATING Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus</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 

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

Japanese Years 5-6 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, *犬*, *小さい*、*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。

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