



ACT
Government
Education

2020 Year 8 Japanese Unit Outline

Continuing (3JAP8B, 5JAP8C and 5JAP8D) and Extension #1 (3JAP8A)



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Faculty: SoSE and Languages

Unit Duration: Semester 1, 2020

In the Australian Curriculum, Japanese focuses on the two strands of Communicating and Understanding. Students learn to speak, listen to, read and write in Japanese in a range of interactions with the teacher and one another.

Australian Curriculum Achievement Standard: This content is covered over two years.

Communicating:

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、何、どこ、いつ、何曜日、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、先生、日本、大きい、小さい、友だち、行きます、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.

Understanding:

Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji 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、～月、～ひき/びき/びき。 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。いえ。、 softening responses with expressions such as ちょっと or あんまり、 and using indirect forms of refusal or disagreement.

Unit Description:

Unit One: Reintroduction to Japanese: The students in this class have either briefly studied Japanese in Year 7 or studied for some years in primary school. We will spend a short amount of time going over some of the basics of Japanese language and culture of Japan. Students will also relearn some English words to help them with their learning of Japanese, such as nouns, verbs, etc.

Unit Two: Doko kara: Students will learn vocabulary and language around countries, nationalities and language.

Unit Three: Family and pets: Students will learn vocabulary and language around family, living and pets.

Reading and Writing Unit: Hiragana, Katakana, Kanji and Romaji: Students will be learning Hiragana throughout the first term. They should be fluent by week 10. Students will also learn to read many Katakana and some Kanji, as well as how and when to discriminate appropriately between the three scripts in written communication.

The use of translation apps or devices (eg. Google Translate) will be treated as plagiarism.

This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum. Students:

1. **Y7/8.2555** – Interacts with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about personal and social worlds
2. **Y7/8.2559** – Pronounces voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation
3. **Y7/8.2560** – Reads and writes texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs
4. **Y7/8.2561** – Identifies key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities
5. **Y7/8.2566** – Structures sentences using correct word order, and links information using conjunctions
6. **Y7/8.2567** – Translates and interprets short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English
7. **Y7/8.2572** – Understands and applies grammatical concepts such as the use of particles and conjugation of present, past, positive and negative forms of verbs
8. **Y7/8.2576** – Makes connections and comparisons between elements of the Japanese language and culture and own, identifying how languages reflect ways of thinking and behaving

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device.

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

	Week / Date Due	Essential Learning
1. Jikoshokai (Self-Introduction) review	Week 5/6	All
2. Reading, Writing, Speaking and Listening Test	Week 10	All
3. Family Profile assignment and Speed Dating	Week 16	All
4. Hiragana, Katakana and Kanji Tests	Ongoing	3
5. Bookwork, Classwork, Discussion and Participation	Ongoing	All

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)
S	Status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Megan Lovell

11/02/2020
