



ACT  
Government  
Education

# 2020 Year 8 Japanese Unit Outline

## Extension #2 (3JAP8A)



**Teacher(s):** Cathy Emerson

**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 use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use 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、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、月よう日), 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、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.

**Understanding:**

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、さんばん、じゅっぶん. 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, もうすこしがんぱりましょう。. 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.

### Unit Description:

**Unit One: Mainichi no Nihongo:** The students in this class have both studied Japanese at primary school and for at least one semester at the Extension level in Year 8. We will spend a short amount of time going over some of the basics of Japanese language and culture of Japan, but students should already have a solid understanding of both basic sentence structures and metalanguage. Students will learn vocabulary around days, dates, months and routines, as well as many high frequency verbs, nouns and adjectives. There will be regular speaking components related to this unit of work.

**Unit Two: Likes, Dislikes, Hobbies and Activities:** Students will learn vocabulary and language around likes, dislikes and hobbies and begin to learn about using plain verbs+の and plain verbs+こと. There will be regular speaking components related to this unit of work.

**Reading and Writing Unit: Hiragana, Katakana, Kanji and Romaji:** Students should be fluent at both Hiragana Katakana. There will be regular surprise tests to assess them throughout the semester. Students will also learn many high-frequency Kanji as well as what Onyomi, Kunyomi, Furigana, Okurigana and Radicals are. They will also learn how to find Kanji in a dictionary based on their radicals and stroke order. Furthermore, they will continue to demonstrate 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. Y7/8.2668 – Uses Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions
2. Y7/8.2671 – Applies 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
3. Y7/8.2672 – Reads and writes hiragana, reads katakana, and writes familiar katakana words, including elongated vowels, double consonants and contractions
4. Y7/8.2675 – Locates, analyses and summarises information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements
5. Y7/8.2678 – Builds cohesion in texts and elaborates on meaning through the use of grammatical elements such as conjunctions, and adverbs of frequency, time and direction
6. Y7/8.2680 – Translates and interprets short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible
7. Y7/8.2683 – Applies appropriate word order in spoken and written language, varying the order of noun phrases without altering the meaning
8. Y7/8.2688 – Explains how cultural values and ideas are embedded in all languages and how communicative behaviour might be interpreted from other cultural perspectives

**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. Reading, Writing, Speaking and Listening Test	Monday, Week 10	All
2. My Daily Life – Reading, Writing, Speaking and Listening Test	Monday, Week 16	All
3. My Daily Life – Writing and Speaking Assignment	Monday, Week 16	1, 2, 3, 5, 6, 7, 8
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.

<b>A</b>	Demonstrating <b>excellent</b> achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
<b>B</b>	Demonstrating a <b>high</b> achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
<b>C</b>	Demonstrating <b>satisfactory</b> achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
<b>D</b>	Demonstrating <b>partial</b> achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
<b>E</b>	Demonstrating <b>limited</b> achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)
<b>S</b>	<b>Status</b> 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