



2024 Year 8 Unit Outline

Japanese (Continuing)



Teacher(s): Cathy Emerson & Clare Melvin

Faculty: SoSE & Languages

Unit Duration: Semester 1, 2024

The **Australian Curriculum Achievement Standards** in 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 language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Understanding:

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

Unit Description

Unit 1 – Introduction to Japanese: The students in this class have mostly studied Japanese for one semester in Year 7, and may have also studied Japanese in primary school. We will begin by revising the language studied in year 7 (Greetings, Numbers, Self-Introductions, likes and dislikes, and hobbies) before moving on to extend their Japanese linguistic and cultural knowledge. Intercultural Understanding is integrated with language learning throughout the semester, as is the development of the knowledge of language systems generally, including that of English.

Unit 2 – Countries & Nationalities: Students will learn vocabulary and language to speak about where people live, their nationality, where they come from, what languages they speak, and where they are going, such as might be used at Airport Immigration. Past tense and negative verbs will be introduced.

Unit 3 – Family and pets: Students will learn vocabulary and language around family and pets, including language to speak about their own and others' families, and various counters for people and animals. Verb forms will be consolidated.

Script Unit (ongoing) – Hiragana, Katakana, Kanji and Romaji: Students will revise Hiragana in the first term and be introduced to Katakana and progress using both scripts with the support of a Hiragana Chart as needed. Some key Kanji will be introduced, and students will become more confident in discriminating appropriately between the three scripts in written communication. This unit will be important for success in all other units as students will develop a solid foundation for literacy in Japanese.

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:

1. V9.LJ.8.01 - Uses Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. (Interpersonal Communication)
2. V9.LJ.8.03 - Locates and responds to information in texts and uses non-verbal, visual and contextual cues to help make meaning. (Reading & Listening)
3. V9.LJ.8.05 - Uses familiar language, and modelled sentence and grammatical structures to create texts, and demonstrates understanding of how some language reflects cultural practices. (Writing & Speaking)
4. V9.LJ.8.10 - Demonstrates awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity. (Intercultural Understanding)

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 and head/earphones.

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up on 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. In Japanese, students are encouraged to do 10 minutes of revision of vocabulary and script per night.

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. Use of digital translation devices such as Google Translate will be treated as plagiarism (online dictionaries, however, are appropriate). 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. Role Call Quiz	Weekly / Ongoing	1
2. Katakana Tests	Weekly / Ongoing	2 & 3
3. Jikoshokai Review (Speaking)	Week 2	3
4. Term 1 Comprehension Test (Reading & Listening)	Week 7	2
5. Immigration Interview	Week 8	1 & 3
6. Term 1 Journal	Weekly / Ongoing	4
7. Term 2 Comprehension Test (Reading & Listening)	Week 17	2
8. Family Paragraph Slideshow	Week 18	3
9. Term 2 Journal	Weekly / Ongoing	4
10. Classwork & Homework	Weekly / 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

Conor Laenen

February 2024