



## 2024 Year 8 Unit Outline *Japanese (Extension)*



**Teacher(s):** Cathy Emerson

**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 initiate and maintain interactions in Japanese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Japanese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality to create texts. They select and use combinations of kana and familiar kanji appropriate to context.

**Understanding:**

Students apply the conventions of spoken Japanese and phrasing patterns to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Japanese text, using metalanguage. They reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

**Unit Description:**

**Unit 1 – Introduction to Japanese:** The students in this class have studied Japanese throughout primary school, or have reached an extension standard in year 7 (whether in the extension class or a core class). We will begin by revising the language studied in year 7, 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.

**Reading and Writing Unit (ongoing) – Hiragana, Katakana, Kanji and Romaji:** Students will develop fluency in Katakana by the end of the semester. There will be an increased focus on Kanji and students will become confident in discriminating appropriately between the three scripts in written communication, and begin to understand the systematic nature of Kanji.

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.LJF.8.01 - Initiates and maintains interactions in Japanese language in familiar and some unfamiliar contexts related to a range of interests and experiences. (Interpersonal Communication)
2. V9.LJF.8.03 - Interprets information, ideas and opinions in texts. (Reading & Listening)
3. V9.LJF.8.05 - Selects and uses vocabulary, sentence structures, expressions and levels of formality to create texts. (Writing & Speaking)
4. V9.LJF.8.10 - Reflects on how the Japanese language, culture and identity are interconnected, and compares this with 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. Students are required to provide the following additional materials and equipment: *coloured pencils/texters in at least blue, red, green, purple and yellow colours, a ruler, scissors and glue.*

**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. 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:**

	<b>Week / Date Due</b>	<b>Essential Learning</b>
1. Role Call Quiz	<b>Weekly / Ongoing</b>	<b>1</b>
2. Vocab & Kanji Tests	<b>Weekly / Ongoing</b>	<b>2 &amp; 3</b>
3. Jikoshokai Review (Speaking)	<b>Week 2</b>	<b>3</b>
4. Term 1 Comprehension Test (Reading & Listening)	<b>Week 7</b>	<b>2</b>
5. Immigration Interview	<b>Week 8</b>	<b>1 &amp; 3</b>
6. Term 1 Journal	<b>Weekly / Ongoing</b>	<b>4</b>
7. Term 2 Comprehension Test (Reading & Listening)	<b>Week 17</b>	<b>2</b>
8. Family Slideshow	<b>Week 18</b>	<b>3</b>
9. Term 2 Journal	<b>Weekly / Ongoing</b>	<b>4</b>
10. Classwork & Homework	<b>Weekly / Ongoing</b>	<b>All</b>

**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

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