



# 2024 Year 7 Unit Outline

## Japanese – Year 7 Entry



**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: Basic Introductions:** The students in this class have either briefly studied Japanese in primary school or are completely new to learning Japanese. Students will learn/revise how to correctly introduce themselves and others in Japanese, greet different people at certain times of the day, and give basic information (names, age & grade) about themselves and others, and learn to count & write kanji to 100 in Japanese. Students will begin to reflect on their own language and culture as they are exposed to different ways of communicating. Students will also begin to consider different language structures as they compare the basic Japanese grammar patterns to those of English.

**Unit 2: Likes, Dislikes, Hobbies & Skills:** Students will continue to develop their vocabulary and grammar skills through this unit. Students will expand what they are able to say about themselves and others, talking about likes and dislikes, their hobbies, and skills. These, along with the basic introductions language of Unit 1, are all fundamental to the Jikoshoukai (Self-Introduction), which is the most essential skill for meeting people in Japan.

**Reading and Writing Unit (ongoing) - Hiragana, Katakana, Kanji and Romaji:** Students will be learning Hiragana throughout the first term. They will develop their fluency throughout the semester. Students will also be introduced to some Katakana and Kanji and how to discriminate appropriately between the three scripts in written communication. This unit will be important for success for all other units as students will begin setting the foundations for literacy in Japanese.

**Essential Learning Outcomes taken from the Achievement Standards of the Australian Curriculum:**

1. V9.LJ.7.01 - Uses Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. (Interpersonal Communication)
2. V9.LJ.7.03 - Locates and responds to information in texts and uses non-verbal, visual and contextual cues to help make meaning. (Reading & Listening)
3. V9.LJ.7.05 - 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.7.10 - 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 with 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:**

	<b>Week / Date Due</b>	<b>Essential Learning</b>
1. Role Call Quiz	<b>Weekly / Ongoing</b>	<b>1</b>
2. Hiragana Tests	<b>Weekly / Ongoing</b>	<b>2 &amp; 3</b>
3. Meishi Koukan Pairs Mini Role Play - on the spot	<b>7</b>	<b>1</b>
4. Term 1 Comprehension test (Reading & Listening)	<b>8</b>	<b>2</b>
5. Term 1 Journal	<b>Weekly / Ongoing</b>	<b>4</b>
6. Jikoshoukai (Self-Introduction) Presentation (Speaking)	<b>14</b>	<b>3</b>
7. Term 2 Comprehension test (Reading & Listening)	<b>15</b>	<b>2</b>
8. Term 2 Journal	<b>Weekly / Ongoing</b>	<b>4</b>
9. Children’s Picture Book	<b>17</b>	<b>3</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.

<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**

Conor Laenen

February 2024

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