



Year Level Plan **Years 7 and 8** **Social Sciences and Languages** 

Year 7 Japanese

Year 7 Unit 1 – How do I express my self-identity?	Year 7 Unit 2 - What are memorable places?	Year 7 Unit 3 – What are oral traditions?	Year 7 Unit 4 – What is community?
<p>In this unit, students will explore the concept of self-identity, influences on self-identity and ways in which self-identity is expressed.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss self-identity and identify influences on self-identity • analyse texts by Japanese youths on self-identity and reorganise information into an identity map • create bilingual texts about self-identity using descriptive language • reflect upon how learning Japanese influences self-identity 	<p>In this unit, students will use language to explore memorable places around Japan.</p> <p>Students will:</p> <ul style="list-style-type: none"> • interact with others to share ideas about memorable places • engage with a range of spoken and written texts about iconic and memorable places • describe the significance of memorable places • understand the use of adjectives and noun phrases to describe memorable places • participate in intercultural experiences to notice, compare and reflect on the relationship between language and culture. 	<p>In this unit, students will explore the concept of identity and traditions through the analysis of imaginative texts of cultural significance passed down through generations over time.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore a range of texts in Japanese and English • understand cultural values behind texts • adapt a Japanese text • reflect and apply language changes according to relationships with others • translate two short imaginative texts 	<p>In this unit, students explore the concept of community and the way group identity is expressed across cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> • describe and express characteristics of community in Australia and Japan • plan, draft and present information about community events • notice, compare and reflect on the culture of communities • identify language used to indicate different levels of formality

Year 7 Japanese Assessment Tasks

Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard. All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Languages - Japanese Years 7 and 8 Achievement Standard.

Unit 1 - How Do I Express my Self-Identity?	Unit 2 – What are memorable places?	Unit 3 – What are oral traditions?	Unit 4 – What is Community?
<p>Students plan, draft and present an informative spoken presentation, and identify language that indicates different levels of formality.</p> <p><i>Collection of work: writing, speaking, reflecting. 30-90 second speaking task.</i></p> <ul style="list-style-type: none"> • The assessment will gather evidence of the student's ability to: • 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 • plan, draft and present informative texts with the support of modelled resources • build cohesion in texts and elaborate on meaning through the use of grammatical elements • use a range of particles to indicate timeframes • understand that the pronunciation of katakana is the same as that of hiragana • understand the pronunciation of borrowed words is influenced by the Japanese sound system • apply appropriate word order in spoken language • apply the rules of phonetic change to counter classifiers • identify prefixes, suffixes and titles that indicate different levels of formality. • apply the rules of phonetic change to counter classifiers • identify prefixes, suffixes and titles that indicate different levels of formality 	<p>Students summarise information from a text, and present informative texts.</p> <p><i>Collection of work: reading, writing.</i></p> <ul style="list-style-type: none"> • The assessment will gather evidence of the student's ability to: • locate, analyse and summarise information from a written text • present informative texts with the support of modelled resources • apply appropriate word order in written language, varying the order of noun phrases without altering the meaning • understand and use い and な adjectives when appropriate. 	<p>Students plan, draft and present, in Japanese, a modernised version of 'The mouse's marriage — おずみのよめいり', and provide an annotated translation of two short texts (Japanese into English and English into Japanese) identifying words or phrases that were difficult to interpret.</p> <p><i>Collection of work: writing</i></p> <ul style="list-style-type: none"> • The assessment will gather evidence of the student's ability to: • write hiragana and familiar katakana words, including elongated vowels, double consonants and contractions • write high-frequency kanji for verbs, nouns, adjectives and the pronoun 私 • plan, draft and present imaginative texts with the support of modelled resources • build cohesion in their texts and elaborate on meaning through the use of grammatical elements • translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible • apply appropriate word order in their written language • understand and use い and な adjectives when appropriate • identify and reproduce features of familiar text types • identify words, phrases, prefixes, suffixes and titles that indicate different levels of formality. 	<p>Students write a short promotional paragraph to showcase an event at the school or in your local community to a Japanese audience, and reflect on the experience of learning Japanese and its impact on your self-identity.</p> <p><i>Collection of work: writing, reflecting (open-book). 3 x sessions / 100-200 characters</i></p> <ul style="list-style-type: none"> • The assessment will gather evidence of the student's ability to: • build cohesion in their texts • elaborate on meaning through the use of grammatical elements • translate short texts from English to Japanese, providing alternative expressions when equivalence is not possible • share their reactions to intercultural experiences • describe and explain why some elements fit easily with their sense of their own identity while others do not • explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives

Year Level Plan **Years 7 and 8** **Social Sciences and Languages**

Year 8 Japanese

Year 8 Unit 5 – How do we celebrate community?	Year 8 Unit 6 – What's for dinner?		
<p>In this unit, students will explore the concept of community celebrations and how it contributes to personal and community identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> view and create texts about different community celebrations plan and present information about a local community celebration translate texts about community celebrations reflect on how community celebrations influence/contribute to a sense of belonging, group and individual identity 	<p>In this unit, students will explore cultural values and practices relating to eating in the target culture and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> discuss a range of eating habits and practices give opinions on healthy eating translate recipes, considering words that carry cultural meaning explore the origins of borrowed words and cuisine explore the influence of globalisation on food in Japan 		

Year 8 Japanese Assessment Tasks

Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard. All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Languages - Japanese Years 7 and 8 Achievement Standard.

<p>Unit 5 - How Do we Celebrate Community?</p> <p>Students plan, draft and present informative texts with the support of modelled resources.</p> <p><i>Collection of work: speaking, writing, reflecting (open-book). 3 x sessions / 100-200 characters</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions use verb ましょう for planning, making arrangements and offering suggestions ask and respond to a range of questions, using both rehearsed and some spontaneous language, giving opinions and making comparisons 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 plan, draft and present informative texts with the support of modelled resources share reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives. 	<p>Unit 6 - What's for Dinner?</p> <p>Students interact with peers to exchange information, recount experiences and express opinions, and explain how their own communicative behaviour might be interpreted from other cultural perspectives.</p> <p><i>Collection of work: speaking, writing, reflecting. 30-90 second speaking task; 100-150 word reflection.</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions ask and respond to a range of questions, using both rehearsed and some spontaneous language, giving opinions and making comparisons 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 plan, draft and present informative texts with the support of modelled resources use counter classifiers in response to questions build cohesion in texts and elaborate on meaning through the use of grammatical elements use a variety of verb tenses to express ideas and experiences and a range of particles 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 apply appropriate word order in spoken language recognise values that are important in Japanese society and how these are reflected through language and behaviours <p>explain how their own communicative behaviour might be interpreted from other cultural perspectives</p>		
--	--	--	--