

*....Educating Global Citizens*

**Craigslea**  
State High School

**Social Sciences  
and Languages**

Japanese

**Years 7 and 8**



An Independent Public School

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"> <li>• discuss self-identity and identify influences on self-identity</li> <li>• analyse texts by Japanese youths on self-identity and reorganise information into an identity map</li> <li>• create bilingual texts about self-identity using descriptive language</li> <li>• reflect upon how learning Japanese influences self-identity</li> </ul>	<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"> <li>• interact with others to share ideas about memorable places</li> <li>• engage with a range of spoken and written texts about iconic and memorable places</li> <li>• describe the significance of memorable places</li> <li>• understand the use of adjectives and noun phrases to describe memorable places</li> <li>• participate in intercultural experiences to notice, compare and reflect on the relationship between language and culture.</li> </ul>	<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"> <li>• explore a range of texts in Japanese and English</li> <li>• understand cultural values behind texts</li> <li>• adapt a Japanese text</li> <li>• reflect and apply language changes according to relationships with others</li> <li>• translate two short imaginative texts</li> </ul>	<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"> <li>• describe and express characteristics of community in Australia and Japan</li> <li>• plan, draft and present information about community events</li> <li>• notice, compare and reflect on the culture of communities</li> <li>• identify language used to indicate different levels of formality</li> </ul>
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"> <li>• view and create texts about different community celebrations</li> <li>• plan and present information about a local community celebration</li> <li>• translate texts about community celebrations</li> <li>• reflect on how community celebrations influence/contribute to a sense of belonging, group and individual identity</li> </ul>	<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"> <li>• discuss a range of eating habits and practices</li> <li>• give opinions on healthy eating</li> <li>• translate recipes, considering words that carry cultural meaning</li> <li>• explore the origins of borrowed words and cuisine</li> <li>• explore the influence of globalisation on food in Japan</li> </ul>		

## 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?

Students plan, draft and present an informative spoken presentation, and identify language that indicates different levels of formality.

*Collection of work: writing, speaking, reflecting. 30-90 second speaking task.*

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
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### Unit 2 – What are memorable places?

Students summarise information from a text, and present informative texts.

*Collection of work: reading, writing.*

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.

### Unit 3 – What are oral traditions?

Students plan, draft and present, in Japanese, a modernised version of 'The mouse's marriage — ねずみのよめいり', 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.

*Collection of work: writing*

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.

### Unit 4 – What is Community?

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.

*Collection of work: writing, reflecting (open-book). 3 x sessions / 100-200 characters*

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

### Achievement Standard - Elements Assessed

**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.

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、さんぼん、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 っ), 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, **もうすこしがんばりましょう。 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.**

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Year 8 Japanese Assessment Tasks

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**Unit 5 - How Do we Celebrate Community?**

Students plan, draft and present informative texts with the support of modelled resources.

*Collection of work: speaking, writing, reflecting (open-book). 3 x sessions / 100-200 characters*

The assessment will gather evidence of the student's ability to:

- 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
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**Unit 6 - What's for Dinner?**

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.

*Collection of work: speaking, writing, reflecting. 30-90 second speaking task; 100-150 word reflection.*

The assessment will gather evidence of the student's ability to:

- 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
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Japanese	Units					
	1	2	3	4	5	6
<b>Communicating Strand: Using Language for Communicative Purposes</b>						
Interact with others to share interests and experiences, exchange information and express opinions and feelings (ACLJAC163)	✓		✓	✓		✓
Engage in activities that involve collaboration, planning, organising, negotiating and transacting (ACLJAC164)		✓			✓	
Interact in whole-class and small group activities that involve seeking information from peers or the teacher, asking and responding to questions, making requests, and asking for and providing clarification (ACLJAC165)				✓	✓	✓
Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats (ACLJAC166)		✓	✓	✓	✓	✓
Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts (ACLJAC167)		✓		✓	✓	✓
Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences (ACLJAC168)	✓					
Create a range of spoken, written and multimodal texts that involve imaginary characters, places and experiences to entertain others (ACLJAC169)	✓					
Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one language to the other (ACLJAC170)	✓				✓	
Work collaboratively to design bilingual resources to convey information to the school community (ACLJAC171)	✓		✓			✓
Participate in intercultural interactions, identifying and comparing aspects of culture that affect communication and noticing how own culture impacts on language use (ACLJAC172)			✓	✓		
Consider how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating (ACLJAC173)		✓			✓	

Japanese	Units					
	1	2	3	4	5	6
<b>Understanding Strand: Analysing Language and Culture</b>						
Understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds (ACLJAU174)		✓				✓
Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji (ACLJAU175)	✓					
Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation (ACLJAU176)		✓	✓	✓		
Understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or manga (ACLJAU177)	✓					
Explain variations in Japanese language use that reflect different levels of formality, authority and status (ACLJAU178)	✓	✓				
Understand that the Japanese language has evolved and developed through different periods of influence and change (ACLJAU179)						✓
Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other (ACLJAU180)					✓	✓