

<b>Unit Description</b>	<b>Unit Objectives</b>
<p>In Unit 1, students compare and contrast lifestyles and education in Australian and Japanese-speaking communities, schools, homes and peer-group contexts. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language, such as formal and informal spoken language, and develop a variety of strategies to maintain communication. Students generate and compare information about their own and others' personal identities, and the cultural values related to personal and wider community lifestyles, leisure and education.</p> <p>The subject matter engages students with aspects of language and textual conventions – to communicate similarities and differences, and to develop opinions about the lives and interests of young people – in familiar and unfamiliar school and home environments.</p> <p>In Unit 3, students investigate their place in society. They reflect on roles and relationships in society and how they and their peers retain a sense of connectedness and belonging. Consideration is also given to stereotyping of groups in the community and how identity is linked or challenged by their place in their own and other Japanese-speaking communities. They learn how to express opinions about pressures and social expectations amongst their peers. As they comprehend, analyse, interpret and consider topics affecting their current and future society, students develop knowledge and understanding of a range of language elements. Students deepen their appreciation of cultural perspectives, as they are offered opportunities to use Japanese to synthesise how society impacts on themselves and their peers.</p>	<p>Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.</p> <p>Students will:</p> <ol style="list-style-type: none"><li>1. comprehend Japanese to understand information, ideas, opinions and experiences related to the relevant unit for each year level</li><li>2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to the relevant unit for each year level</li><li>3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to the relevant unit for each year level</li><li>4. apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to the relevant unit for each year level</li><li>5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to the relevant unit for each year level</li><li>6. use strategies to maintain communication and exchange meaning in Japanese to discuss family/carers, friendships, lifestyle, leisure and education with peers and Japanese-speaking community members.</li></ol>

Assessment Plan:				
Task	%	Objectives to be assessed	Conditions	Date
Short Response Year 11 FIA 1 Year 12 IA1	15	<p><b>Analysing Japanese Texts in English</b></p> <p>1. Comprehend Japanese to understand information, ideas, opinions and experiences related to the relevant unit for each year level</p> <p>2. Identify tone, purpose, context and audience to infer meaning, values and attitudes related to the relevant unit for each year level</p> <p>3. Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to the relevant unit for each year level</p>	<p>Short response – Criterion: Analysing Japanese texts in English – 3 Stimulus</p> <ul style="list-style-type: none"> <li>• Time: 75–85 minutes plus 5 minutes planning.</li> <li>• Length: written short answer responses in English, up to 100 words per question, to a minimum of four and a maximum of six questions.</li> <li>• Resources: <ul style="list-style-type: none"> <li><input type="checkbox"/> dictionaries not permitted</li> <li><input type="checkbox"/> Japanese audio or audiovisual text/s may <ul style="list-style-type: none"> <li>• be heard up to three times</li> <li>• be delivered more slowly than background speaker pace</li> <li>• include judicious pausing.</li> </ul> </li> </ul> </li> </ul>	<p>Term 01</p> <p>Year 11 – Week 6 Lesson 2</p> <p>Year 12- Week 6 Lesson 3</p>
Task	%	Objectives to be assessed	Conditions	Date
Combination Response Year 11 FIA2 Year 12 IA1	30	<p><b>Analysing Japanese Texts in English</b></p> <p>1. Comprehend Japanese to understand information, ideas, opinions and experiences related to the relevant unit for each year level</p> <p>2. Identify tone, purpose, context and audience to infer meaning, values and attitudes related to the relevant unit for each year level</p> <p>3. Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to the relevant unit for each year level</p> <p><b>Creating Japanese Texts with Japanese Stimulus</b></p> <p>1. Comprehend Japanese to understand information, ideas, opinions and experiences related to the relevant unit for each year level</p> <p>4. Apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to</p>	<p>Session 1, Parts 1 and 2: Short response – Criterion: Analysing Japanese texts in English, and Extended response – Criterion: Creating Japanese texts with Japanese stimulus – 4 Stimulus in total</p> <ul style="list-style-type: none"> <li>• Time: 100 minutes plus 5 minutes planning for the session.</li> <li>• Length</li> </ul> <p>Part 1: Short response</p> <p><input type="checkbox"/> written short answer responses in English, up to 100 words per item, with a minimum of three and a maximum of four questions.</p> <p>Part 2: Extended response</p> <p><input type="checkbox"/> written extended response in Japanese of 300–400 characters.</p>	<p>Term 02</p> <p>Year 11 – Week 6 Lesson 1</p> <p>Year 12 Week 5 Lesson 1</p> <p>Spontaneous Response will follow in that week</p>

	<p>context, purpose, audience and cultural conventions related to the relevant unit for each year level</p> <p>5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to the relevant unit for each year level</p> <p><b>Exchanging Information and Ideas in French</b></p> <p>1. Comprehend Japanese to understand information, ideas, opinions and experiences related to the relevant unit for each year level</p> <p>4. Apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to the relevant unit for each year level</p> <p>5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas</p> <p>6. use strategies to maintain communication and exchange meaning in Japanese to discuss socialising and societal issues and/or ideas with peers and Japanese-speaking community members.</p>	<p>Session 2: Unprepared response – Criterion: Exchanging information and ideas in Japanese</p> <ul style="list-style-type: none"> <li>• Time: 10 minutes planning with the stimulus plus 3–7 minutes of student-centred conversation in Japanese.</li> <li>• Resources: no access to materials or notes other than stimulus materials during 10 minutes planning, students may make notes to use as prompts during 3–7 minutes of student-centred conversation, students may use notes prepared in planning time.</li> </ul>	
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Monitoring and Reviewing:			
Strategies for Monitoring Student Progress	Date	Planned Reviews at Key Intervals	Date
Guided Practice - Close Monitoring - Worked Samples - Frequent Structured Practice	Continually delivered throughout lessons in this unit	Production Quizzes	Every Lesson
		Grammar Practices	
Independent Practice - Fluency Practice - Varied Practice - Practice Before Tests		Comprehension Exams	Weekly
		Vocabulary Quizzes	

## Underpinning Factors: (Unit 1)

### Guaranteed Grammar Patterns/ Kanji:

Topic One: Family / carers and friends		Topic Two: Lifestyle and leisure		Topic Three: Education	
<ul style="list-style-type: none"> <li>Plain form</li> <li>TE form</li> <li>Suggestions てもいいですか。</li> <li>Requests Commands てください/ます・なさい</li> <li>Try to do something てみます</li> <li>Conjunctive くて、で</li> <li>Plain form past</li> <li>Plain form neg, past</li> <li>Likes &amp; dislikes のが好きです。</li> <li>Expressing ability ことができる、上手、下手、とくい、にがて</li> <li>Text connectives それから</li> <li>Advice たほうがいいです。/ないほうがいいです</li> <li>General Particles を、は、が、に、へ、で、も、の、と、や、か</li> <li>Prohibition てはいけません/だめです</li> <li>Reason から、ので</li> <li>Justifying んです、のです</li> <li>About NIについて</li> <li>Asking favours くれませんか・ください</li> <li>Inviting ませんか/ましようか</li> <li>Obligation なければ</li> </ul>	<p>一、二、三、四、五、六、七、八、九、十、月、火、水、木、金、土、日、年、何、父、母、兄、姉、弟、妹、子、私、手、好、上、下、本、才、生、様、女、男、家族、庭、自分、好、両親、自己紹介、住、仕事、大、小、高、長、広、赤、青、白、黒、手、足、目、耳、口、茶、短、頭、体、兄弟</p> <p>名、前、曜、勉、強、食、飲、言、語、事、高、校、思、友、達、</p>	<p>Abilities できます</p> <p>Volitional form ~よう</p> <p>Want てほしいです・ないでほしいです</p> <p>Listing activities たりたりする</p> <p>Praise 上手ですね。</p> <p>Time, manner, place, emphasis だいたい、きつと、たぶん、とても、少し、ちょっと、ずっと、すごく</p> <p>Reason から、ので</p> <p>Time おととい、あさって、先々週、再来週</p> <p>Masu form, including past tense and negative form ます、ません、ました、ませんでした</p> <p>Plain form, including past tense 食べる、食べない、食べた、食べなかった</p> <p>Plain V ことができる</p> <p>Invitation ませんか、ましようか</p> <p>前に、間に、ている間に</p> <p>ているとこと</p> <p>N の時、Adj の時、N のころ、Adj のころ</p> <p>てから</p> <p>ている</p> <p>ます StemV たい</p> <p>後で、に、V時、V時間</p>	<p>生、活、毎、会、文、化、同、方、公園、楽、旅、来、行、買、所、午、後、前、物、勉強、聞、見、読、書、働、運、転、免許、若、者、春、秋、冬、夏、神、神社、寺、安、雪、写真、運、関、係、車、料理、健康</p>	<ul style="list-style-type: none"> <li>ようと思っている</li> <li>たいと思っている</li> <li>Vながら</li> <li>Vても、Vなくても、Vでもいい、Vなくてもいい</li> <li>Vの方がいい</li> <li>Vない方がいい</li> <li>vたらどう</li> <li>PlainV より</li> <li>PlainV 方が</li> <li>PlainV のとくらべて</li> <li>Vと思う</li> <li>PlainV ははずです。</li> <li>ます StemV すぎる</li> <li>PlainV べきです・だと思う</li> <li>Verb ようにする。</li> <li>Verb ないようにする。</li> <li>Comparisons (ぜんぶ)</li> <li>ひつよう</li> <li>Vないで</li> <li>ます Stem V ないさい</li> <li>のために</li> <li>ます StemV はじめる・おわる</li> </ul>	<p>宿題、時間目、半、分、習、学、教、終、授業、始、教室、式、受、他、年、月、学校、決、考、英</p> <p>知、表、長、国、売店、昼、休、音楽、階、着、番、帰、試、験、道、漢字、図書館、別、回、何、卒業、様、朝、昼、晩、夜、夢、明日、昨日、建物、最初、最後、</p>

<p>なりません</p> <ul style="list-style-type: none"><li>• Plain Verb と言う</li><li>• Humility いいえまだ まだです。</li><li>• Family</li><li>• Nominalisers (V の、 こと)</li><li>• の (One's)</li><li>• Connecting Sentences て Form</li><li>• もうします・いいます・ です</li></ul>					
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**Underpinning Factors: (Unit 3)**

**Guaranteed Grammar Patterns/ Kanji:**

**Topic 1: Roles and Relationships**

Looking at the diversity of roles portrayed in particular females in Japan and how this is changing.

- しゅふ
- Plain form
- TE form
- Suggestions てもいいですか。
- Try to do something みます
- Time, manner, place, emphasis だいたい、きっと、たぶん、とても、少し、ちょっと、ずっと、すごく
- Conjunctive くて、で
- Plain form past
- Plain form neg, past
- Likes & dislikes のが好きです。
- Text connectives それから
- General Particles を、は、が、に、へ、で、も、の、と、や、か
- Prohibition てはいけません/だめです
- Reason から、ので
- Justifying んです、のです

一、二、三、四、五、六、七、八、九、十、月、火、水、木、金、土、日、年、何、父、母、兄、姉、弟、妹、子、私、手、好、上、下、本、才、生、様、女、男、家族、庭、自分、好、両親、自己紹介、住、仕事、大、小、高、長、広、赤、青、白、

**Topic 2: Socialising and connecting with my peers**

Looking at ひきこもり、メンタルヘルス、Connectedness to community, Definition of success and impact of expectations

- Abilities できます
- Volitional form ~よう
- Want てほしいです・ないでほしいです
- Listing activities たりたりする
- Praise 上手ですね。
- Reason から、ので
- Time おととい、あさって、先々週、再来週
- Masu form, including past tense and negative form ます、ません、ました、ませんでした
- Plain form, including past tense 食べる、食べない、食べた、食べなかった
- Plain V ことができる
- Invitation ませんか、ましょうか
- 前に、間に、ている間に
- ているとこと
- Nの時、Adjの時、Nのころ、Adjのころ
- てから
- ている

生、活、毎、会、文、化、同、方、公園、楽、旅、来、行、買、所、午、後、前、物、勉強、聞、見、読、書、働、運、転、免許、若、者、春、秋、冬、夏、神、神社、寺、安、雪、写真、運、関、係、車、料理、健康

**Topic 3: Groups in society**

Looking at why young people in Japan join groups such as Lolita, Goth, ヤンキ The 'group' Vs 'individual' Comment on world events and their impact on Young People

- ようと思っている
- たいと思っている
- Vながら
- Vても、Vなくても、Vもいい、Vなくてもいい
- V方がいい
- Vない方がいい
- vたらどう
- PlainV より
- PlainV 方が
- PlainV のとくらべて
- Vと思う
- PlainV ははずです。
- ます StemV すぎる
- PlainV べきです・だと思う
- Verb ようにする。
- Verb ないようにする。
- Comparisons (ぜんぶ)
- ひつよう
- Vないで
- ます Stem Vないさい
- のために
- ます StemV はじめる・おわ

宿題、時間目、半、分、習、学、教、終、授業、始、教室、式、受、他、年、月、学校、決、考、英知、表、長、国、売店、昼、休、音楽、階、着、番、帰、試、験、道、漢字、図書館、別、回、何、卒業、様、朝、昼、晩、夜、夢、明日、昨日、建物、最初、最後、

<ul style="list-style-type: none"> <li>• About Nについて</li> <li>• Obligation なければなりません</li> <li>• Plain Verb と言う</li> <li>• Family けっこん、さいこん、りこん、おみあい、りこんりつ</li> <li>• Nominalisers (V の、こと)</li> <li>• の (One's)</li> <li>• Connecting Sentences て Form</li> <li>• もうします・いいます・です</li> <li>• Large Numbers</li> <li>• あいづち</li> </ul>	黒、手、足、目、耳、口、茶、短、頭、体、兄弟  名、前、曜、勉、強、食、飲、言、語、事、高、校、思、友、達、 Japanese Era 平成、時代、昭和	ます StemV たい 後で、に、V時、V時間 Advice たほうがいいです。/ないほうがいいです によると、 場合、 倍 PlainV のとくらべて V と思う PlainV ははずです。		る <ul style="list-style-type: none"> <li>• Verb てはいけません・ためです。</li> <li>• 「Plain Verb」と言う、「Plain Verb」ときく、「Plain Verb」そうです</li> <li>• Verb ように・ないように・ために</li> </ul>	
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Underpinning Factors:	
<b>Literacy Skills</b> Compare and contrast  In this unit, students will be engaging in the world around us, including the issues related to family and how it has changed throughout the years. Students will be guided with discussion web for this process. This skill is aimed at providing students with multiple opportunities to interact as they examine and construct arguments based on their reading.	<b>21<sup>st</sup> Century Skill/s</b> This unit will prioritise the development of the following 21 <sup>st</sup> Century Skills: <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Communication</li> <li>• Personal and social skills</li> </ul>
	<b>Cognitive Verbs</b>

**Making Inferences**

In this unit, students will engage in recognising celebrations in Japan and youths' lifestyle. The teacher will guide students to perform extended writing practice by using Connect Two strategies. This strategy will direct students to explore key vocabulary of a passage before reading. Which will also encourage students make predictions of meaning of a passage they are going to read. .

**Compare and Contrast**

In this unit, students will engage in education experiences in different communities and different contexts. The teacher will guide students by explaining and comparing school systems in a variety of texts. This skill will encourage students to discuss attitudes towards different traditions and expectations.

**Numeracy Skills**

In this unit, students will understand and use numeracy skills in Japanese, teaching and learning strategies include:

- Reading Graphs in Japanese – How to read data, numbers, percentages in Japanese
- Making comparisons of percentages – Comparing percentages to make comment on increases/decreases/majority etc.

**Analyse:** dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information;  
examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences

**Consider:** think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on

**Contrast:** display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout

**Discuss:** examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence

**Identify:** distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature

**Justify:** give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable



**TEACHING AND LEARNING PLAN:**

Hours/ Weeks	Unit Objectives	Subject Matter	Learning Experiences [reflecting DQ 3, 4, 5 and 6]	Possible Resources
<p><b>Family/Careers and Friends</b> : 15 Hrs/ 4 Wks</p>	<ol style="list-style-type: none"> <li>comprehend Japanese to understand information, ideas, opinions and experiences related to travel, technology, media and Japanese culture</li> <li>identify tone, purpose, context and audience to infer meaning, values and attitudes related to travel, technology, media and Japanese culture</li> <li>analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to travel, technology, media and Japanese culture</li> <li>apply</li> </ol>	<p>In creating and evaluating Japanese texts, students will:</p> <ul style="list-style-type: none"> <li>consider and create introductions in a variety of age-appropriate settings in their own and Japanese-speaking communities, e.g. introduce and describe themselves and others in a variety of settings and text types</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>brainstorm using the following questions 自己紹介に何がひつよう? めいしがある? あなたの名前の意味は何ですか?</li> <li>consider the meaning of names, and usage and appropriateness of titles, in both English and Japanese</li> <li>compare the use of business/visiting cards (自己紹介) in Australia and Japanese-speaking communities, considering layout, protocols, inclusions; requirements in different contexts/audiences, terminology, manner of delivery; reasons for popularity in Japanese-speaking communities</li> <li>design their own business cards to use with Japanese-speaking visitors to the school</li> <li>classify and analyse information used in a series of self-introductory texts, and identify the tone, purpose, context and audience discuss, as a class, how the language changes, depending on the audience</li> <li>summarise the key language elements, features and vocabulary used for various contexts/audiences.</li> <li>appraise the suitability of self-introduction (自己紹介) as it is used in different contexts, and identify variations necessary to align with cultural and textual conventions, e.g. terminology, use of titles etc.</li> <li>create a visual guide for Japanese-speaking guests on the 'dos and don'ts' of self-introduction at their school, considering appropriate topics for inclusion or follow-up discussion topics</li> <li>appropriate gestures, cultural and textual conventions.</li> <li>develop and deliver introductions, personal profiles and/or biographies for a range of audiences, e.g. manga dialogues; a group of visiting dignitaries/principal (face-to-face); friends' parents (face-to-face); peers (face-to-face and online/digital audiovisual); future employers (online profile, digital introductions).</li> </ul> <p>Concurrent delivery If Unit 3 students are in the classroom, they complete the following activities.</p>	<p>Names and titles</p> <ul style="list-style-type: none"> <li>The Japan Foundation Sydney, 'My name's meaning', <a href="http://jpfsyd-classroomresources.com/r63.html">http://jpfsyd-classroomresources.com/r63.html</a></li> <li>The Japan Foundation Sydney, 'Naming babies', <a href="http://jpfsyd-classroomresources.com/archives/001/201312/Teachers_Notes_Naming_Babies_in_Japan.pdf">http://jpfsyd-classroomresources.com/archives/001/201312/Teachers_Notes_Naming_Babies_in_Japan.pdf</a></li> </ul> <p>Name cards</p> <ul style="list-style-type: none"> <li>Japan Business Etiquett, Vital Cultural Manners: Meishi Kokan (Business Cards), <a href="http://www.youtube.com/watch?v=of8UgykfUbw">www.youtube.com/watch?v=of8UgykfUbw</a></li> <li>japan-guide.com, 'Visiting cards', <a href="http://www.japan-guide.com/e/e2227.html">www.japan-guide.com/e/e2227.html</a></li> </ul> <p>Self-Introductions</p> <ul style="list-style-type: none"> <li>自己紹介の練習したよ、 <a href="http://www.youtube.com/watch?v=LMOdjyQJU8M">www.youtube.com/watch?v=LMOdjyQJU8M</a></li> <li>自己紹介をやってみよう! <a href="http://www.youtube.com/watch?v=3718lhkPq4k">www.youtube.com/watch?v=3718lhkPq4k</a></li> <li>The Japan Foundation Urawa, <a href="http://www.erin.ne.jp/en/lesson01/advanced/index.html">www.erin.ne.jp/en/lesson01/advanced/index.html</a></li> <li>The Japan Foundation Sydney, 'Information gap: Writing and reading', <a href="http://jpfsyd-classroomresources.com/r36.html">http://jpfsyd-classroomresources.com/r36.html</a></li> </ul> <p>Tips for self-introductions</p> <ul style="list-style-type: none"> <li>自己紹介 5つのポイント自分自身をプレゼンする正しい考え方、 <a href="http://www.youtube.com/watch?v=rW3b7SK-10U">www.youtube.com/watch?v=rW3b7SK-10U</a></li> <li>Learn 10 lines You Need for Introducing Yourself in Japanese, <a href="http://www.youtube.com/watch?v=uPppbuuVdPY">www.youtube.com/watch?v=uPppbuuVdPY</a></li> <li>japan-guide.com, 'Japanese greeting', <a href="http://www.japanguide.com/e/e2000.html">www.japanguide.com/e/e2000.html</a></li> <li>Twitter, 'Ako @akokitamura', <a href="https://twitter.com/akokitamura/status/929341813168541696?refsrc=em ail&amp;s=11">https://twitter.com/akokitamura/status/929341813168541696?refsrc=em ail&amp;s=11</a></li> </ul> <p><b>Digital tools to create virtual introductions</b></p> <ul style="list-style-type: none"> <li><a href="http://www.voki.com">www.voki.com</a> Voki,</li> <li>Avatar Maker, <a href="http://avatarmaker.com">http://avatarmaker.com</a></li> </ul>

	<p>knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to travel, technology, media and Japanese culture</p> <p>5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to travel, technology, media and Japanese culture</p> <p>6. use strategies to maintain communication and exchange meaning in Japanese to discuss travel, technology, media and Japanese culture with peers and Japanese-</p>	<p>• comment on the similarities and differences in family/carers, friends and daily life in their own and Japanese-speaking communities, e.g. compare family structures, discuss relationships with family/carers or siblings, create explanatory texts about family/carers, friends and daily life</p>	<p>• Use texts created by Unit 1 learners to discuss how roles and relationships are portrayed in various contexts.</p> <p>• Unit 1 learners work with Unit 3 learners to refine their self-introductions.</p> <p>Unit 1 learners</p> <p><input type="checkbox"/>refine their written and spoken self-introductions</p> <p><input type="checkbox"/>rehearse with support and feedback from a Unit 3 learner.</p> <p>Unit 3 learners</p> <p><input type="checkbox"/>model their own self-introductions</p> <p><input type="checkbox"/>offer advice on how to modify for different contexts</p> <p><input type="checkbox"/>offer feedback to Unit 1 learners, particularly on the clear articulation of roles in self-introduction.</p> <p>Students:</p> <p>• brainstorm using the following questions あなたに家族の意味は何？ or あなたにとって、家族とは何？ 誰と暮らす？ 兄弟は何人？ 日常生活はどう？ 住むところは日常生活にどんなかんけいがある？</p> <p>• investigate family structures in Australia and Japanese-speaking communities in a range of texts and modes, considering similarities and differences in: family structure/living arrangements; generational living/care arrangements, family group vs. house line (内vs家); relationship title selection (formal vs informal), use of hanko (はんこ) and inkan (いんかん); the people considered ‘family’ ; the concept of filial piety (親孝行、おやこうこう); how town planning and population density affects family/daily life and personal/private spaces (gardens, parks, house sizes, how people live etc.); pet ownership, and ways to connect with animals; daily life/routine</p> <p>• create texts that explain the structure, living arrangements and daily routine of their own family, and discuss the similarities and differences with peers compare and contrast them with those from the previous activity.</p> <p>Concurrent delivery</p> <p>If Unit 3 students are in the classroom, they complete the following activities.</p> <p>• Form teams (Units 1 and 3 learners) to complete ‘Survey: Daily activities’ and ‘Me and my family’ activity.</p> <p>• View the Kansai Electric Power Company film and compare with other texts describing lifestyle, cultural conventions, social norms and rules in their home and those of peers in Japanese-speaking</p>	<p>Family statistics</p> <p>• Scott, N &amp; Ting, I 2017, ‘Census quiz: Are you an “ordinary” Australian?’, ABC News, <a href="http://www.abc.net.au/news/2017-08-05/are-you-an-ordinary-australian-census-quiz/8776272">www.abc.net.au/news/2017-08-05/are-you-an-ordinary-australian-census-quiz/8776272</a></p> <p>• The Japan Foundation Sydney, ‘Me and my family’, <a href="http://jpfpsyd-classroomresources.com/r57.html">http://jpfpsyd-classroomresources.com/r57.html</a></p> <p>• Statistics Japan, <a href="http://stats-japan.com">http://stats-japan.com</a></p> <p>Families in Japan</p> <p>• Daily Life of Japanese People Family, <a href="http://www.youtube.com/watch?v=tOwwJ5i9oJw">www.youtube.com/watch?v=tOwwJ5i9oJw</a></p> <p>• Columbia University, ‘Contemporary Japan: Culture &amp; society’, <a href="http://afe.easia.columbia.edu/at_japan_soc/common/all.htm">http://afe.easia.columbia.edu/at_japan_soc/common/all.htm</a></p> <p>• Sora News 24, ‘Short Kansai Electric Power Company film shows what happens at three homes when the lights go out’, <a href="https://soranews24.com/2017/03/31/short-kansai-electric-power-company-film-shows-what-happens-at-three-homes-when-the-lights-go-out/">https://soranews24.com/2017/03/31/short-kansai-electric-power-company-film-shows-what-happens-at-three-homes-when-the-lights-go-out/</a></p> <p>• Japan’s independent kids   The Feed, <a href="https://www.youtube.com/watch?v=P7YrN8Q2PDU">https://www.youtube.com/watch?v=P7YrN8Q2PDU</a></p> <p>• Japanese kids go shopping alone., <a href="https://www.youtube.com/watch?v=9eMZp8KsZ5k">https://www.youtube.com/watch?v=9eMZp8KsZ5k</a></p> <p>Survey of daily activities</p> <p>• The Japan Foundation Sydney, ‘Survey: Daily activities’, <a href="http://jpfpsyd-classroomresources.com/r100.html">http://jpfpsyd-classroomresources.com/r100.html</a></p> <p>Japanese architecture:</p> <p>• BBC, ‘Reinventing the Japanese home after the war’, <a href="http://www.bbc.com/news/av/world-asia-39601579/reinventing-the-japanese-home-after-the-war">www.bbc.com/news/av/world-asia-39601579/reinventing-the-japanese-home-after-the-war</a></p> <p>Japanese home etiquette</p> <p>• japan-guide.com, ‘Indoor manners’, <a href="https://www.japan-guide.com/e/e2001.html">https://www.japan-guide.com/e/e2001.html</a></p> <p>• Nippon.com, ‘The tightly regulated “Independence” of Japanese children’, <a href="http://www.nippon.com/en/nipponblog/m00096">www.nippon.com/en/nipponblog/m00096</a></p>
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	speaking community members.		<p>communities.</p> <ul style="list-style-type: none"> <li>• Compare, analyse and comment on: genkan entrance rooms (げんかん); living on your own (一人暮らしの寝室、ひとりくらしのしんしつ); sharing bathrooms, bathroom design, bathing protocols; household chores, cooking of meals, grocery shopping frequency; household planning/organisation; age of parents/grandparents; Japan's focus on developing independent kids.</li> <li>• Explore, analyse and evaluate a range of teacher-sourced texts related to the freedoms and restrictions of young people in Australia and Japanese-speaking communities, with respect to travel in daily routine, e.g. parents providing transport; accessing public transport on their own; walking/cycling without parental supervision.</li> <li>• Create short informational texts for Japanese-speaking visitors to the school community on safety considerations in their local area.</li> </ul>	
<p><b>Lifestyle and Leisure: 17 Hours/5 Wks</b></p>		<p>In creating and evaluating Japanese texts, students will:</p> <ul style="list-style-type: none"> <li>• consider how interests, traditions, events and celebrations impact on family/carer identity, community connections and cultural values in their own and Japanese-speaking communities, e.g. research and compare significant events, leisure activities or sports in Japanese-speaking communities and Australia</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• brainstorm using the following questions ひまな時に何をやる？ どんな家族のお祝いが大事？ どんなトラディションがあなたに大切？ or どんなでんとう（トラディション）があなたに大切？ けんこうのために、どんな運動をする？ どんなスポーツに興味がある。オーストラリアで一番人気があるスポーツは何でしょうか。日本で一番人気があるスポーツは何でしょうか。学校以外、どんなスポーツをする。どんなスポーツを見る？</li> <li>• in pairs, select a sport or interest (e.g. sumo (すもう), kyudo (きゅうどう), kendo (けんどう), baseball, tennis, soccer, rugby union, judo (じゅうどう), netball, AFL, physie, karaoke (カラオケ), cosplay (コスプレ), nascondino (かくれんぼ), quidditch (クイディッチ), drone racing, subbuteo (スブツテオ)</li> <li>• research the selected sport/interest and summarise the details to present to peers, considering origins, traditions, rules, significant events; influence in Australia and Japanese-speaking communities; popularity among genders/different communities, inclusion in the</li> </ul>	<p>Interests (hobbies and sports)</p> <ul style="list-style-type: none"> <li>• Mariko Yamamoto Documentary (Japanese Language), <a href="http://www.youtube.com/watch?v=ruSIV5bG2RI">www.youtube.com/watch?v=ruSIV5bG2RI</a></li> <li>• TJF, 【番外編】「聖地」に行こう！野瀬巨理（のせわたり）、福岡県在住小野口太一、福岡県在住、 <a href="http://www.tjf.or.jp/clicknippon/ja/mywayyourway/08/post-22.php">www.tjf.or.jp/clicknippon/ja/mywayyourway/08/post-22.php</a></li> <li>• Statistics Japan, 'Lifestyle', <a href="http://stats-japan.com/t/categ/50005">http://stats-japan.com/t/categ/50005</a></li> <li>• 東京2020オリンピック、<a href="http://www.tokyo2020.jp/jp">www.tokyo2020.jp/jp</a></li> <li>• Osumi, M 2017, 'Three-year countdown to Tokyo 2020 Olympics begins with new song-and-dance routine', The Japan Times, <a href="http://www.japantimes.co.jp/news/2017/07/24/national/tokyo-2020-olympics-now-has-a-theme-song-plus-a-dance-routine/#.WvkVimiFOUI">www.japantimes.co.jp/news/2017/07/24/national/tokyo-2020-olympics-now-has-a-theme-song-plus-a-dance-routine/#.WvkVimiFOUI</a></li> <li>• Traditions, events and celebrations</li> <li>• Nippon Communications Foundation, 'Customs, festivals and observances: The Japanese Year', <a href="http://www.nippon.com/en/features/h10010">www.nippon.com/en/features/h10010</a></li> <li>• BEGIN Japanology — Fireworks, <a href="https://www.youtube.com/watch?v=IW1x6BT1nbc">https://www.youtube.com/watch?v=IW1x6BT1nbc</a></li> <li>• まとめ、【意外としらない！？】発祥の地、欧米のバレンタインは日本とは真逆だった!! <a href="https://matome.naver.jp/odai/2138923583721801001">https://matome.naver.jp/odai/2138923583721801001</a></li> <li>• TJF, 「ホワイトデーのメッセージ」、 <a href="http://www.tjf.or.jp/clicknippon/ja/365/event/whiteday/post-45.php">www.tjf.or.jp/clicknippon/ja/365/event/whiteday/post-45.php</a></li> <li>• TJF, 母の日のプレゼント、 <a href="http://www.tjf.or.jp/clicknippon/ja/365/event/mothersday/post-70.php">www.tjf.or.jp/clicknippon/ja/365/event/mothersday/post-70.php</a></li> <li>• TJF, 父の日のプレゼント、 <a href="http://www.tjf.or.jp/clicknippon/ja/365/event/fathersday/post-66.php">http://www.tjf.or.jp/clicknippon/ja/365/event/fathersday/post-66.php</a></li> <li>• TJF, 七夕に願いを、</li> </ul>

		<p>Olympics etc.  present findings to the class.</p> <ul style="list-style-type: none"> <li>• as a class, create a survey on sport, hobby and interest participation</li> </ul> <p>compare results with results from Japanese-speaking communities  consider: the amount of time in organised sports/hobbies (school vs. community), the reasons for popularity, barriers to participation  analyse and evaluate the results.</p> <ul style="list-style-type: none"> <li>• describe how Japanese-speaking and Australian peers reflect their interests, identity and culture in their homes/living spaces, e.g. bedroom displays of trophies, certificates, magazines</li> <li>• consider how Tokyo's hosting of the 2020 Olympics has impacted on Japanese society, e.g. the ways in which the Olympic motto <i>あしたをつかもう</i> (Get hold of tomorrow) been enacted, e.g.</li> </ul> <p><input type="checkbox"/> Gorin Ondo 2020 (ごりんおんど)</p> <p><input type="checkbox"/> bilingual support for visitors.</p> <ul style="list-style-type: none"> <li>• compare this with the impact on their community, or the broader Queensland and Australian community, of other international sporting events (Invictus Games, Masters Games, Commonwealth Games etc.)</li> <li>• consider texts that describe celebrations that are important to young Australians (including Aboriginal peoples and Torres Strait Islander peoples) and young Japanese-speakers. Consider traditions, events and celebrations. For example, select from: fireworks, Valentine's/White/Children's/Respect for the Aged/Mother's/Father's day, family birthdays/anniversaries, local community/religious/cultural festivals, Star festival (七夕), Christmas (クリスマス), commemorations of significant events, e.g. atomic bombing etc., NAIDOC Week/Laura Festival/Cairns Indigenous Art Fair/The Coming of the Light</li> <li>• consider when and where these occasions are celebrated; how they are celebrated (greetings, food, drink, decorations, gifts); who they are celebrated with (family, friends, community); cultural conventions and etiquette; the significance to young people's identity, community connections and cultural values.</li> </ul> <p>Concurrent delivery  If Unit 3 students are in the classroom, they complete the following activities.</p>	<p><a href="http://www.tjf.or.jp/clicknippon/ja/365/event/tanabata/post-31.php">http://www.tjf.or.jp/clicknippon/ja/365/event/tanabata/post-31.php</a></p> <ul style="list-style-type: none"> <li>• TJF, 七夕に願いを、<a href="http://www.tjf.or.jp/clicknippon/ja/365/event/tanabata/post-31.php">www.tjf.or.jp/clicknippon/ja/365/event/tanabata/post-31.php</a></li> <li>• TJF, 世代で違う？同じ？クリスマス！ <a href="http://www.tjf.or.jp/clicknippon/ja/365/event/xmas/post-13.php">www.tjf.or.jp/clicknippon/ja/365/event/xmas/post-13.php</a></li> <li>• SBS, 'Junko's story', <a href="http://www.sbs.com.au/hiroshima/">http://www.sbs.com.au/hiroshima/</a></li> <li>• TJF, 高校生活最後の運動会、 <a href="http://www.tjf.or.jp/clicknippon/ja/365/event/undoukai/post-64.php">www.tjf.or.jp/clicknippon/ja/365/event/undoukai/post-64.php</a></li> <li>• Australian Government, 'Naidoc Week' <a href="http://www.naidoc.org.au">www.naidoc.org.au</a></li> <li>• Cairns Indigenous Art Fair, <a href="https://ciaf.com.au">https://ciaf.com.au</a></li> <li>• Queensland Museum, 'Coming of the light — Torres Strait Islands', <a href="http://www.qm.qld.gov.au/Find+out+about/Aboriginal+and+Torres+Strait+Islander+Cultures/Gatherings/Coming+of+the+Light+Torres+Strait+Islands#.WvkYCWifOU">http://www.qm.qld.gov.au/Find+out+about/Aboriginal+and+Torres+Strait+Islander+Cultures/Gatherings/Coming+of+the+Light+Torres+Strait+Islands#.WvkYCWifOU</a></li> <li>• TJF, 高校生活最後の運動会、 <a href="http://www.tjf.or.jp/clicknippon/ja/365/event/undoukai/post-64.php">www.tjf.or.jp/clicknippon/ja/365/event/undoukai/post-64.php</a></li> </ul>
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			<ul style="list-style-type: none"> <li>• Examine (through research and class/peer discussion) how interests, traditions, events and celebrations contribute to their and their Japanese-speaking peers' sense of connectedness, e.g. how inter-house sporting carnivals in Queensland compare with sports days (運動会) in Japanese-speaking communities</li> <li>how participation in extracurricular school events contribute to the wider community.</li> <li>• Create a slideshow with audio-captioning for a Japanese-speaking peer, using the information from the previous learning experience.</li> </ul> <p>Follow this with a peer-to-peer conversation.</p>	
	<p>compare and contrast lifestyle and leisure for themselves and their peers in Japanese-speaking communities, e.g. negotiate leisure activity arrangements; compare what is considered a healthy lifestyle</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• brainstorm using the following questions けんこうのためにどんな事をする？ 趣味は何？ 料理が好き？ 和食はおいしい？</li> <li>• play 'Hobbies bingo game'</li> <li>• discuss popular leisure activities in Australia and Japan, e.g. bonsai (ぼんさい), karaoke (カラオケ), manga (マンガ) and anime (アニメ), karuta (かるた), shogi and go (しょうぎとご), manhole cover cards (マンホールふた), shopping (買い物), taking of tea (お茶する), photo booth prints (プリクラ), arcades (ゲームセンター), diorama miniatures (ジオラマミニチュア), otaku (geek culture) (オタク), volunteering (ボランティア).</li> <li>• negotiate arrangements for leisure activities, considering cultural differences and expectations, e.g. ask a Japanese speaker to provide instruction on a traditional Japanese activity e.g. ikebana (生け花), bonsai (ぼんさい), tea ceremony (茶道), meal preparation (料理)</li> <li>consider safety requirements, skill level, rules, materials etc.</li> <li>• assist Japanese-speaking visitors to access school or community leisure facilities (e.g. pool, the beach, local sporting facility)</li> <li>consider and explain rules, safety requirements, appropriate clothing, etc.</li> <li>explain the significance of recognising Aboriginal</li> </ul>	<p>Leisure activities</p> <ul style="list-style-type: none"> <li>• The Japan Foundation Sydney, 'Hobbies bingo game', <a href="http://jpfsyd-classroomresources.com/r3.html">http://jpfsyd-classroomresources.com/r3.html</a></li> <li>• Mealey, R 2017, 'Japan's ancient art of bonsai threatened by waning interest among youth', ABC News, <a href="http://www.ab.co/2nrHXCq">www.ab.co/2nrHXCq</a></li> <li>• Nippon Communications Foundation, 'A treasure trove of early Japanese animation', <a href="http://www.nippon.com/en/views/b06803">www.nippon.com/en/views/b06803</a></li> <li>• Nippon Communications Foundation, 'Contemporary culture going global', <a href="http://www.nippon.com/en/views/b001">www.nippon.com/en/views/b001</a></li> <li>• 競技かるた 第61期クイーン戦第2回戦 2017、 <a href="https://www.youtube.com/watch?v=ZH5yqaDRZPc">https://www.youtube.com/watch?v=ZH5yqaDRZPc</a></li> <li>• How to play Shogi (将棋) —Lesson#1 — Introduction, <a href="http://www.youtube.com/watch?v=Pzk0LVBg0W4">www.youtube.com/watch?v=Pzk0LVBg0W4</a></li> <li>• Video Tutorial for the Game of Go - Part I, Overview (WeiQi, Baduk), <a href="http://www.youtube.com/watch?v=gECcsSeRcNo">www.youtube.com/watch?v=gECcsSeRcNo</a></li> <li>• NewsOnJapan.com, 'Japanese manhole covers: Drainspotting adventure &amp; factory tour', <a href="http://www.newsonjapan.com/html/newsdesk/m3/119162.html">www.newsonjapan.com/html/newsdesk/m3/119162.html</a></li> <li>• HMS2 — ハムスターのミニチュア工房2、 <a href="http://www.youtube.com/channel/UCseOe3MfK8d2lJk2NoEpnaA">www.youtube.com/channel/UCseOe3MfK8d2lJk2NoEpnaA</a></li> <li>• TjF, 怪談を観光にいかす、 <a href="http://www.tjf.or.jp/clicknippon/ja/mywayyourway/07/post-16.php">www.tjf.or.jp/clicknippon/ja/mywayyourway/07/post-16.php</a></li> <li>• Queensland Government, Queensland Curriculum &amp; Assessment Authority, 'Protocols: Aboriginal and Torres Strait Island ways of working', <a href="https://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives/protocols">https://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives/protocols</a></li> <li>• TjF, 日常を切り取る、<a href="http://www.tjf.or.jp/clicknippon/ja/mywayyourway/02/post-4.php">www.tjf.or.jp/clicknippon/ja/mywayyourway/02/post-4.php</a></li> <li>• Nippon Communications Foundation, 'Sounds to see and feel: Japanese onomatopoeia and beyond', <a href="http://www.nippon.com/en/nipponblog/m00092">www.nippon.com/en/nipponblog/m00092</a></li> <li>Lifestyle</li> <li>• EatForHealth.gov.au, 'Australian dietary guidelines', <a href="http://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating">www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating</a></li> <li>• 農林水産省、<a href="http://www.maff.go.jp/j/balance_guide/b_use/pdf/eng_reiari.pdf">www.maff.go.jp/j/balance_guide/b_use/pdf/eng_reiari.pdf</a></li> </ul>	

		<p>peoples and Torres Strait Islander peoples at events, e.g. an official Welcome to Country, an appropriate Acknowledgement of Country for a Japanese-speaking audience at the school.</p> <ul style="list-style-type: none"> <li>• discuss the differences in the literary devices of humour, poetry, onomatopoeia (ぎ音語とぎたい語), idioms (かんようく), compound words, honorific language (けいご) etc. in Japanese and English</li> <li>• develop an informative/explanatory text to outline the procedure and/or cultural significance of a popular Australian pastime for a Japanese-speaking peer. Evaluate a classmate's text, providing feedback on tone and how easy it is to follow/understand</li> <li>• create a survey to learn about peers' eating and sleeping habits and activity schedules. Compare survey results with the Australian/Queensland government healthy food guidelines</li> <li>• compare Japanese and Australian guides to healthy living, and consider the impact of fast food on Australia and Japanese-speaking communities</li> </ul> <p>compare different perceptions of food and activity and how they relate to a healthy lifestyle</p> <p>consider the use of masks in Japanese society for keeping healthy</p> <p>appreciate the cultural aspects of Western-style food (洋食) in Japan</p> <p>consider the growth and increasing prevalence/popularity of Australian native bush foods. Is this reflected in Japanese-speaking communities?</p> <p>appreciate the significance of Japanese cuisine (和食), station obento (駅弁), traditional multi-course meals (かいせき), school lunches (きゅう食) and the role of eating and food in Japanese culture</p> <p>consider how obento (お弁当) and preserved/pickled foods (おつけもの) contribute to healthy eating in Japanese-speaking communities</p> <p>comment on the impact (e.g. popularity, range/variety, taste, palate) that Japanese food has had on fast food and 'everyday' meals in local community, e.g. prevalence of nori rolls with 'non-Japanese' fillings, increasing popularity of green tea, matcha, oolong tea etc.</p>	<ul style="list-style-type: none"> <li>• Nippon Communications Foundation, 'Mask culture in Japan', <a href="http://www.nippon.com/en/features/jg00084/">www.nippon.com/en/features/jg00084/</a></li> <li>• Medhurst, R 2015, 'Japan's Honorific Language About More Than Manners', Nippon Communications Foundation, <a href="http://www.nippon.com/en/nipponblog/m00072">www.nippon.com/en/nipponblog/m00072</a></li> <li>• 農林水産省, 'Japanese Cuisine (Washoku)', <a href="http://www.maff.go.jp/e/policies/market/index.html">www.maff.go.jp/e/policies/market/index.html</a></li> <li>• The Japan Foundation Sydney, 'Survey quiz show', <a href="http://jpfsyd-classroomresources.com/r98.html">http://jpfsyd-classroomresources.com/r98.html</a></li> <li>• SBS on Demand, 'Our Little Sister', <a href="http://www.sbs.com.au/ondemand/video/898914371582/our-little-sister">www.sbs.com.au/ondemand/video/898914371582/our-little-sister</a></li> <li>• Umimachi Diary, <a href="http://umimachi.gaga.ne.jp">http://umimachi.gaga.ne.jp</a></li> <li>• The Japan Foundation Sydney, 'Movie: "Happy Family Plan"', <a href="http://jpfsyd-classroomresources.com/r59.html">http://jpfsyd-classroomresources.com/r59.html</a></li> </ul>
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			<ul style="list-style-type: none"> <li>• summarise and evaluate eating habits and daily schedules of a range of Japanese-speaking and Australian young people</li> <li>• use this data to identify unique Japanese foods, e.g. umeboshi (うめぼし), etc.</li> </ul> <p>consider if the foods and activities contribute to a healthy lifestyle create a persuasive text for Japanese-speaking peers to make recommendations for positive changes.</p> <ul style="list-style-type: none"> <li>• investigate the types of food available from vending machines and/or obento in Japanese-speaking communities, and compare to the availability in Australia</li> </ul> <p>explain whether the offerings support/promote healthy food guidelines engage in a panel/class discussion, considering the similarities and differences between the two communities.</p> <p>Concurrent delivery If Unit 3 students are in the classroom, they complete the following activities.</p> <ul style="list-style-type: none"> <li>• Unit 1 and 3 learners combine to complete 'Survey quiz show' activity</li> </ul> <p>consider different family structures — stay-at-home dads, families where students contribute to family income through part-time work, having household help (e.g. an au pair)</p> <p>watch and discuss the Japanese film海街ダイアリー (Our Little Sister), based on the graphic novel Seaside Diary by Akimi Yoshida, orしあわせ家族計画かぞくけいかく (Happy Family Plan), based on a Japanese game show, and</p> <p><input type="checkbox"/> as a class, create a written persuasive text, encouraging future senior Japanese students at the school to watch or not watch the film</p> <p><input type="checkbox"/> individually create a persuasive text offering the alternate perspective, using the class's persuasive text as a model.</p>	
		<ul style="list-style-type: none"> <li>• appraise the diversity of celebrations in their social sphere and those of their peers in</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• brainstorm using the following questions どんな祝祭があなたに大切？どんな祝祭かイベントが好き？お祝いで、何をする？ 毎年、何の祝祭かイベントを必ずお祝いする？誰</li> </ul>	<p>Australia</p> <ul style="list-style-type: none"> <li>• Tourism Australia, 'Australian events and festivals 2018', <a href="http://www.tourism.australia.com/content/dam/assets/document/1/6/z/b/m/2005330.PDF">www.tourism.australia.com/content/dam/assets/document/1/6/z/b/m/2005330.PDF</a></li> <li>• NAIDOC, <a href="http://www.naidoc.org.au">www.naidoc.org.au</a></li> </ul> <p>van de Wetering, J 2017, 'Indigenous students sharing their culture through music and technology,' ABC News, <a href="http://www.abc.net.au/news/2017-07-">www.abc.net.au/news/2017-07-</a></p>

		<p>Japanese-speaking communities, e.g. give reasons for family/carer activity preferences and/or values.</p>	<p>とお祝いする？</p> <ul style="list-style-type: none"> <li>investigate a key life or community celebration in a range of Japanese-speaking communities research origins, using a range of sources and media</li> <li>evaluate the importance of a chosen festival to the culture and consider regional variations (as appropriate), e.g. New Year (お正月), Coming of Age (成人式), Setsubun festival (節分), Sakura and hanami (桜と花見), Golden Week (ゴールデンウィーク), summer festivals (夏祭り), Obon dances (盆踊り), gift-giving seasons (お中元・お歳暮), 'Forget the Year' parties (忘年会)</li> <li>comment on the adoption of these celebrations or similar in other communities</li> <li>consider how festivals and celebrations contribute to bringing a Japanese-speaking community together</li> <li>compare to Australian celebrations, e.g. Ekka/local shows (The Carnival of Flowers, Beef Week, etc.), NAIDOC Week, Riverfire, music festivals (Woodford Folk Festival, Gympie Muster, Bush Bands Bash etc.).</li> <li>consider how family identity is linked to varying celebrations, and discuss different aspects of celebrations, e.g. purpose of the event, variety and type of festival foods and/or goods on sale</li> <li>form pairs to write and role-play conversations between an Australian teenager and their Japanese-speaking friend to organise a time and place to meet their Japanese-speaking host parents to get their approval to go to an event</li> <li>a Japanese-speaking salesperson to purchase tickets and/or food.</li> <li>analyse different types of invitations, and consider the appropriateness of tone, purpose, context and audience</li> <li>complete activities on accepting/refusing an invitation in a range of settings, e.g. <ul style="list-style-type: none"> <li>create an online invitation for an event (e.g. birthday party)</li> <li>exchange invitations with peers and respond by creating a series of messages accepting and refusing invitations.</li> </ul> </li> </ul> <p>Concurrent delivery</p>	<p>17/indigenous-students-sharing-culture-through-music/8717208 Japan</p> <ul style="list-style-type: none"> <li>BEGIN Japanology — Parties and Gatherings, <a href="http://www.youtube.com/watch?v=3t46PJ7B1jU">www.youtube.com/watch?v=3t46PJ7B1jU</a></li> <li>旬の話題、<a href="http://www.shunnowadai.com/archives/1248.html">www.shunnowadai.com/archives/1248.html</a></li> <li>Sora News 24, 'Awesome Pokémon osechi New Year's meals elegantly blend Japan's traditional and pop culture', <a href="http://en.rocketnews24.com/2016/11/08/awesome-pokemon-osechi-new-years-meals-elegantly-blend-japans-traditional-and-pop-culture">http://en.rocketnews24.com/2016/11/08/awesome-pokemon-osechi-new-years-meals-elegantly-blend-japans-traditional-and-pop-culture</a></li> <li>DLTK's Growing Together, 'Japanese section: Setsubun festival', <a href="http://www.dltk-kids.com/world/japan/index-setsubun.htm">http://www.dltk-kids.com/world/japan/index-setsubun.htm</a></li> <li>知って得する豆知識 + by キリンキッズ、桜のお花見の意味や由来は？簡単に子供に伝えるには？ <a href="http://www.osusume-idea.com/archives/1547">www.osusume-idea.com/archives/1547</a></li> <li>TJF, 昼と夜で違うさくらの魅力！！ <a href="http://www.tjf.or.jp/clicknippon/ja/365/event/hanami/post-27.php">www.tjf.or.jp/clicknippon/ja/365/event/hanami/post-27.php</a></li> <li>Nippon Communications Foundation, 'Famed Cherry Tree Lane Blooms in Abandoned Fukushima District (Japan in Photos)', <a href="http://www.nippon.com/en/jip/p00034">www.nippon.com/en/jip/p00034</a></li> <li>TJF, テニス、テニス、テニス、 <a href="http://www.tjf.or.jp/clicknippon/ja/365/event/gw/post-3.php">www.tjf.or.jp/clicknippon/ja/365/event/gw/post-3.php</a></li> <li>TJF, 商店街の夏祭り、<a href="http://www.tjf.or.jp/clicknippon/ja/365/event/cat130/post-50.php">www.tjf.or.jp/clicknippon/ja/365/event/cat130/post-50.php</a></li> <li>TJF, 私のお盆の過ごし方、<a href="http://www.tjf.or.jp/clicknippon/ja/365/">www.tjf.or.jp/clicknippon/ja/365/</a></li> </ul>
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			<p>If Unit 3 students are in the classroom, they complete the following activities.</p> <ul style="list-style-type: none"> <li>• Describe and evaluate the importance of various celebrations they are most looking forward to at the end of their secondary schooling.</li> <li>• If Unit 3 learners are in the classroom, compare responses, while Unit 1 learners reflect on language used by Unit 3 learners considering how tone and context meet audience and purpose. Unit 3 learners offer advice to Unit 1 learners.</li> <li>• Form pairs (Unit 1 and 3 learners) to practise conversing</li> </ul> <p>Context: Your Japanese friend Jun is an exchange student at your school. You would like him to come with you and your friends to an Australian festival. Task: Develop and present a script for a persuasive conversation (300–400 characters). Purpose: To convince Jun to come with you to your chosen festival. Audience: Your Japanese-speaking friend Jun. Text type: Persuasive.</p> <ul style="list-style-type: none"> <li>• Read and analyse a selection of poems, traditional song lyrics or proverbs for celebrations, e.g. Traditional festival songs, e.g. Ureshii hinamatsuri (うれしいひな祭り), Koi no takinobori (鯉の滝登り) haiku/tanka poetry kotowaza (ことわざ), including iinarawashi (言い習わし), kanyōku (慣用句), yojjukugo (四字熟語).</li> <li>• Form pairs (Unit 1 and 3 learners) to complete a writing task (Units 1 and 3). Context: Decide on a festival you would like to host for junior Japanese students at the school. Task: Create a 300–400 character text to advocate for approval, based on a traditional song, haiku, tanka or kotowaza of your choice. Purpose: To persuade your teacher to support your proposal for this festival. Audience: Japanese teacher. Text type: Persuasive.</li> </ul>	
17 Hours /6 Wks		In creating and evaluating Japanese texts, students will:	Students: <ul style="list-style-type: none"> <li>• brainstorm using the following questions 教育は大切にしているのか。or 教育は大事だと思う？学</li> </ul>	Japanese education system <ul style="list-style-type: none"> <li>• Ministry of Education, Culture, Sports, Science and Technology Japan, <a href="http://www.mext.go.jp/en/policy/education/index.htm">www.mext.go.jp/en/policy/education/index.htm</a></li> </ul>

		<ul style="list-style-type: none"> <li>• compare and explain education experiences, e.g. compare education systems or school expectations and traditions</li> </ul>	<p>校のトラディションの中で、何が大切だと思う？ どの科目が一番むずかしいと思う？ どうして日本語を勉強している？ 学校以外で、何を勉強する？ 何の科目をもっと勉強したい？</p> <ul style="list-style-type: none"> <li>• consider and compare a variety of resource texts related to aspects of school life in Japanese-speaking and their own school community, e.g. education system structure, entrance exams (入学試験), attitude towards education and teachers, school traditions/events, cultural festivals (文化祭), school trips (修学旅行), subjects studied, English language proficiency, uniforms, rules, class sizes, school bags (ランドセル), daily schedule/class times, extra-curricular offerings/cram school (じゅく), meals (弁当ときゅう食), methods of study</li> <li>• develop, as a class, an audiovisual introduction to your school for a Japanese-speaking audience, outlining your findings. Concurrent delivery If Unit 3 students are in the classroom, they complete the following activities.</li> <li>• Explore the groups that are part of the school community (sporting, cultural and service).</li> <li>• Select one group, and develop an informative text for visiting Japanese-speaking peers outlining how this group is shaped by their cultural values and beliefs how it can contribute to their personal identity/well-being how it makes a positive contribution to the school community.</li> <li>• Compare and contrast these opportunities with those in schools in Japanese-speaking communities.</li> <li>• Consider how uniforms form part of the school culture, including how perceptions about uniform are different in Australia and Japanese-speaking communities.</li> <li>• Create an informative text for students visiting the school to outline the way of wearing uniforms appropriately in their own school, and analyse and evaluate a classmate's text and provide feedback on tone and how easy it is to follow/understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Nippon Communications Foundation, 'The Japanese school system', <a href="http://www.nippon.com/en/features/jg00072">www.nippon.com/en/features/jg00072</a></li> <li>• Nippon Communications Foundation, 'Japanese children at school around the world', <a href="http://www.nippon.com/en/features/h00088">www.nippon.com/en/features/h00088</a></li> <li>• co-media, これが世界の大学生の勉強時間！ 気になる日本の学生は！ ?, <a href="http://www.co-media.jp/article/11622">www.co-media.jp/article/11622</a></li> <li>• Mitamura, F 2016, 'One look suits all: Japan, land of uniforms', Nippon Communication Foundation, <a href="http://www.nippon.com/en/currents/d00216">www.nippon.com/en/currents/d00216</a></li> <li>• BEGIN Japanology — Uniforms, <a href="http://www.youtube.com/watch?v=Xratt7cs1dE">www.youtube.com/watch?v=Xratt7cs1dE</a></li> <li>• BEGIN Japanology — School lunches, <a href="http://www.youtube.com/watch?v=NZSOOLSf2sA">www.youtube.com/watch?v=NZSOOLSf2sA</a></li> <li>• BEGIN Japanology — Cram School, <a href="http://www.youtube.com/watch?v=ig0717yDfWw">www.youtube.com/watch?v=ig0717yDfWw</a></li> <li>• TJF, ソフトボールの関東大会、 <a href="http://www.tjf.or.jp/clicknippon/ja/365/event/after-school-activities/post-65.php">www.tjf.or.jp/clicknippon/ja/365/event/after-school-activities/post-65.php</a></li> <li>• TJF, 家族旅行、<a href="http://www.tjf.or.jp/clicknippon/ja/365/event/obon/post-10.php">www.tjf.or.jp/clicknippon/ja/365/event/obon/post-10.php</a></li> <li>• Nippon Communications Foundation, 'Tsuchiya bag and the art of the "randoseru" : The making of a timeless backpack' , <a href="http://www.nippon.com/en/views/b02311">www.nippon.com/en/views/b02311</a></li> <li>• Toshihiro, M 2016, 'How the JET program changed Japan' , Nippon Communications Foundation, <a href="http://www.nippon.com/en/currents/d00264">www.nippon.com/en/currents/d00264</a></li> <li>• TJF, 大学受験の模試、 <a href="http://www.tjf.or.jp/clicknippon/ja/365/event/juken/post-71.php">www.tjf.or.jp/clicknippon/ja/365/event/juken/post-71.php</a></li> <li>• TJF, 沖縄修学旅行、<a href="http://www.tjf.or.jp/clicknippon/ja/365/event/school-trip/post-57.php">www.tjf.or.jp/clicknippon/ja/365/event/school-trip/post-57.php</a></li> <li>Australian education systems</li> <li>• Australian Trade and Investment Commission, 'Australian education system' , <a href="http://www.studyinaustralia.gov.au/english/australian-education/education-system">www.studyinaustralia.gov.au/english/australian-education/education-system</a></li> <li>• Australian Trade and Investment Commission, <a href="http://www.studyinaustralia.gov.au/japan">www.studyinaustralia.gov.au/japan</a></li> <li>• Queensland Government, 'Queensland school system' , <a href="http://www.qld.gov.au/education/international/qualifications/school/pages/system">www.qld.gov.au/education/international/qualifications/school/pages/system</a></li> </ul>
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	<p>analyse perspectives on the benefits and challenges of study, e.g. contrast experiences of peers in a variety of educational contexts in Australia and Japanese-speaking communities</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• brainstorm using the following questions 留学生に会った事がある？ 留学したい？ どこへ？ 何を勉強したい？ 留学生のいいとこちょうは何？ 留学生が学校に入るなら、どんなアドバイスをするのがいいと思う？</li> <li>• identify educational challenges for students studying abroad (留学生), and make recommendations for overcoming these (via a series of social media or blog posts)</li> <li>• annotate a range of teacher-selected texts on educational challenges and summarise them in a written report</li> <li>• devise a guide for a Japanese-speaking student, and detail the expectations, rules and customs when visiting <ul style="list-style-type: none"> <li><input type="checkbox"/> their own school community</li> <li><input type="checkbox"/> their household, e.g. daily routine.</li> </ul> </li> </ul> <p>Concurrent delivery If Unit 3 students are in the classroom, they complete the following activities.</p> <ul style="list-style-type: none"> <li>• Create a descriptive text, in response to visual texts, explaining cultural differences in school behaviour, e.g. a student sleeping in class during a lesson at a Japanese high school.</li> <li>• Investigate a news item on the employment prospects for young people when they complete high school.</li> <li>• Write a persuasive text using the following sentence as a stimulus: "Learning Japanese is more than just learning a language, it has wider benefits for your future". It may include advice on how the initial challenges can be overcome or mediated benefits (academic, social, emotional and personal) it provides in various aspects of life impact of current news stories on student choices.</li> </ul>	<ul style="list-style-type: none"> <li>• ABC Catalyst, 'Indigenous science education' , <a href="http://www.abc.net.au/catalyst/stories/3576726.htm">www.abc.net.au/catalyst/stories/3576726.htm</a></li> <li>• Nicholls, CJ 2016, 'Friday essay: Land, kinship and ownership of "Dreamings" ' , The Conversation, <a href="http://www.theconversation.com/friday-essay-land-kinship-and-ownership-of-dreamings-39637">www.theconversation.com/friday-essay-land-kinship-and-ownership-of-dreamings-39637</a></li> </ul> <p>Exchange students</p> <ul style="list-style-type: none"> <li>• Exchange Student World, 'Top 5 reasons to go on foreign exchange', <a href="http://www.exchangestudentworld.com/student/top-5-reasons-to-become-an-exchange-student">www.exchangestudentworld.com/student/top-5-reasons-to-become-an-exchange-student</a></li> <li>• Mitamura, F 2016, 'One look suits all: Japan, land of uniforms', Nippon Communications Foundation, <a href="http://www.nippon.com/en/currents/d00216">www.nippon.com/en/currents/d00216</a></li> <li>• TJF, 'Bringing Seifuku to the world!', <a href="http://www.tjf.or.jp/clicknippon/en/mywayyourway/01/seifuku.php">http://www.tjf.or.jp/clicknippon/en/mywayyourway/01/seifuku.php</a></li> <li>• Nippon Communications Foundation, 思い出のランドセルをアフガニスタンに：紛争の地で学ぶ子どもにリレー (School backpacks on a peace-building mission), <a href="http://www.nippon.com/ja/features/c01211">www.nippon.com/ja/features/c01211</a></li> <li>• Arai, H 2017, 'Societywide effort needed to address school bullying', Nippon Communications Foundation, <a href="http://www.nippon.com/en/currents/d00290">www.nippon.com/en/currents/d00290</a></li> <li>• TJF, 沖縄修学旅行 (Our school trip to Okinawa), <a href="http://www.tjf.or.jp/clicknippon/ja/365/event/school-trip/post-57.php">http://www.tjf.or.jp/clicknippon/ja/365/event/school-trip/post-57.php</a></li> <li>• Arai, H 2017, 'Societywide effort needed to address school bullying', Nippon Communications Foundation, <a href="http://www.nippon.com/en/currents/d00290">http://www.nippon.com/en/currents/d00290</a></li> <li>• The Japan Times, 'Reports of school bullying in Japan rise to record high, education ministry survey shows', <a href="https://www.japantimes.co.jp/news/2017/10/26/national/social-issues/reports-school-bullying-japan-rise-record-high-education-ministry-survey-shows">https://www.japantimes.co.jp/news/2017/10/26/national/social-issues/reports-school-bullying-japan-rise-record-high-education-ministry-survey-shows</a></li> </ul>
	<p>assess a variety of texts comparing education systems in Japanese-speaking communities and Australia,</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• brainstorm using the following questions 日本とオーストラリアの学校は、何がにてる？ 何が違う？</li> <li>• discuss, as a class, based on a range of texts, the similarities and differences in school/community education expectations and traditions, e.g. annual school events [entrance</li> </ul>	

		<p>e.g. discuss values and attitudes towards education and school traditions or expectations and societal and cultural factors.</p>	<p>ceremony (入学式), graduation ceremony (卒業式), entrance exams (入学試験), cultural festival (文化祭), school trips (修学旅行), school excursions (えんそく)], student leadership roles; club (クラブ) and sporting teams; school bags, uniforms, meals, subjects, policies, routines, etc.; access to content experts (JET program in Japan)</p> <ul style="list-style-type: none"> <li>• synthesise information from a variety of texts related to aspects of student life, e.g. hours of study, homework; attendance at after-school tutorials (じゅく), extracurricular activities; part-time work (アルバイト); education 'mother' (教育ママ); academic merit awards</li> <li>• add this information to the guide for a Japanese-speaking student (prior learning experience)</li> <li>• read 沖縄修学旅行 (Our school trip to Okinawa) article, and identify the tone, purpose, context and audience describe the preconceived ideas the author may have had before the school trip consider whether they had changed by the end of the article identify the most important thing Natsu learned on the school trip choose the cultural aspect that most interests you. Why?</li> </ul> <p>develop, as a class, a guide to writing in this text type</p> <p>answer the following question in Japanese, in 300–400 characters: How does Natsu's school trip compare with those offered in our school?</p> <p>describe our school camp/trip, using Natsu's as a comparison, for a Japanese-speaking peer.</p> <ul style="list-style-type: none"> <li>• create an explanatory text, based on research into an aspect of school life in a Japanese-speaking community (with the class covering a variety of topics, to be compiled as a resource for future Japanese visitors to the school), e.g. attitude towards education, public vs. private schools, school traditions, extracurricular activities and facilities, subjects studied, compulsory subjects, uniforms, rules, class sizes, expectations on school holidays</li> <li>• compare this with own school and their personal experience.</li> </ul> <p>Concurrent delivery</p> <p>If Unit 3 students are in the classroom, they</p>	
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			<p>complete the following activities.</p> <ul style="list-style-type: none"><li>• Create a written analytical text for future students to use as a resource, on one of the following Compare and contrast schools in Japanese — one that has a strict uniform policy, and one that doesn't. Discuss the rationale for both schools and the merits of their policy. Based on texts in the resources list, engage in a whole class discussion using the findings from the research and students' personal perspectives. Identify tone, purpose, context and audience in a classmate's text.</li><li>• Investigate the ways Japan is contributing to education in other communities, e.g. School backpacks on a peace-building mission (The Japan Foundation).</li><li>• Appraise school support strategies in Australia and Japanese-speaking communities, e.g. bullying laws, cyber-bullying education programs.</li></ul>	
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Hours/W eeks	Unit Objectives	Subject Matter	Learning Experiences [reflecting DQ 3, 4, 5 and 6]	Possible Resources
13 hours/ 3.5 weeks <b>Topic One: Roles and Relations hips</b>	1,2,3,	<b>Changing Roles of Women in Japan</b> <ul style="list-style-type: none"> <li>- Women in the workforce</li> <li>- Parasite Single (パラサイト. シンガル)</li> <li>- Family structure (しゅふ; シングルマザー, さいこん、りこん)</li> <li>- Cultural - げいしゃ&amp;まいこ</li> <li>- Stereotypes of Family in Japan &amp; Australia Vs Reality of family unit in both countries</li> </ul>	<p>Students: brainstorm using the following questions –</p> <ul style="list-style-type: none"> <li>• recognise relationships portrayed in the media, the roles in families, stereotypical images of families, the types of families in both Australia and Japan.</li> <li>• Recognise the assumptions made about gender and how roles can affect relationships.</li> <li>• Understand assumptions about gender and that they can influence attitudes and behaviours.</li> <li>• Analyse pervasive assumptions in society and examples of what challenges these</li> <li>• communities, considering layout, protocols, inclusions; requirements in different contexts/audiences, terminology, manner of delivery; reasons for popularity in Japanese-speaking communities</li> <li>• Explore situations where gender roles and stereotypes might affect teen’s goals, decisions and relationships</li> </ul>	<p><b>Roles and relationships in Japan</b> <i>Relationships and Roles in Japanese Culture,</i> <a href="https://prezi.com/zwx1ao6s3ru/relationships-and-roles-in-japanese-culture/">https://prezi.com/zwx1ao6s3ru/relationships-and-roles-in-japanese-culture/</a></p> <ul style="list-style-type: none"> <li>• <i>The Japan Foundation Sydney, ‘Happy Family Plan’,</i> <a href="http://jpfisyd-classroomresources.com/r59.html">http://jpfisyd-classroomresources.com/r59.html</a></li> </ul> <p><b>【衝撃】結婚式や冠婚葬祭で絶対にやってはいけない事!</b> <a href="https://www.youtube.com/watch?v=pKqqpuz8dYY">https://www.youtube.com/watch?v=pKqqpuz8dYY</a></p> <p><i>親の社交性と子どもの交友関係</i> <a href="http://komachi.yomiuri.co.jp/t/2013/0425/588569.htm">http://komachi.yomiuri.co.jp/t/2013/0425/588569.htm</a></p> <p><i>家族・職場・友達、結婚すると変化するこんな人間関係</i> <a href="https://kazoku-wedding.jp/howto/married-change-relationship/">https://kazoku-wedding.jp/howto/married-change-relationship/</a></p> <p>Case Studies</p> <p><b>Gender Roles</b></p> <p><i>Gender Roles in Society: Definition &amp; Overview</i> <a href="https://study.com/academy/lesson/gender-roles-in-society-definition-lesson-quiz.html">https://study.com/academy/lesson/gender-roles-in-society-definition-lesson-quiz.html</a></p> <p><a href="http://kyodo-sankaku.gunma-u.ac.jp/interview/">http://kyodo-sankaku.gunma-u.ac.jp/interview/</a></p> <p><a href="http://www.advocatesforyouth.org/for-professionals/lesson-">http://www.advocatesforyouth.org/for-professionals/lesson-</a></p>

				<p>plans-professionals/220?task=view</p> <p><i>The Japan Foundation Urawa</i>, <a href="http://www.erin.ne.jp/en/lesson01/advanced/index.html">www.erin.ne.jp/en/lesson01/advanced/index.html</a></p> <p><i>The Japan Foundation Sydney</i>, 'Information gap: Writing and reading', <a href="http://jpfsydclassroomresources.com/r36.html">http://jpfsydclassroomresources.com/r36.html</a></p> <p>Youtube clips</p> <p><i>Japanese Women on Gender Gap in Japan (Interview)</i> <a href="https://www.youtube.com/watch?v=RWcS_7JJO-4">https://www.youtube.com/watch?v=RWcS_7JJO-4</a></p> <p><i>What Is Life Really Like For Women In Japan?</i> <a href="https://www.youtube.com/watch?v=DSOLFPktj3E">https://www.youtube.com/watch?v=DSOLFPktj3E</a></p> <p><i>In Japan, career women challenge cultural norms</i> <a href="https://www.youtube.com/watch?v=c6hDsBoDvsA">https://www.youtube.com/watch?v=c6hDsBoDvsA</a></p> <p><i>Womens Gender Roles in Japan</i> <a href="https://www.youtube.com/watch?v=Lm51u9Gsl7I">https://www.youtube.com/watch?v=Lm51u9Gsl7I</a></p> <p><i>Gender Roles in Japan</i> <a href="https://www.youtube.com/watch?v=hfZ7W-mxgEA">https://www.youtube.com/watch?v=hfZ7W-mxgEA</a></p> <p><b>Family and Gender statistics</b> Scott, N &amp; Ting, I 2017, 'Census quiz: Are you an "ordinary" Australian?', <i>ABC News</i>, <a href="http://www.abc.net.au/news/2017-08-05/are-you-an-ordinaryaustralian-censusquiz/8776272">www.abc.net.au/news/2017-08-05/are-you-an-ordinaryaustralian-censusquiz/8776272</a></p> <p>男女平等 日本105位はなぜ <a href="https://www.youtube.com/watch?v=dwsNL8goQms">https://www.youtube.com/watch?v=dwsNL8goQms</a></p> <p>【日本の政治】イソ子 男女格差ガー ジェンダーギャップ指数ガー 日本は114位！ <a href="https://www.youtube.com/watch?v=GIYnc4RGZOI">https://www.youtube.com/watch?v=GIYnc4RGZOI</a></p>
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			<p><i>The Japan Foundation Sydney, 'Survey: Daily activities', <a href="http://jpfsyd-classroomresources.com/r100.html">http://jpfsyd-classroomresources.com/r100.html</a></i></p> <p>YouTube Clips  <i>Evolution of Gender roles in Japan</i>  <a href="https://www.youtube.com/watch?v=EnEnndLBGwM">https://www.youtube.com/watch?v=EnEnndLBGwM</a></p> <p><i>Does Japan Need Feminism? (Message to Western Feminists who want to bring Feminism to Japan)</i></p> <p><a href="https://www.youtube.com/watch?v=pFYU0aBnOZO">https://www.youtube.com/watch?v=pFYU0aBnOZO</a></p>
		<p><b>Young People &amp; Dating</b></p> <ul style="list-style-type: none"> <li>- Arranged Marriages (お見合い)</li> <li>- Herbivore Man (そうしょくだんし)</li> <li>- Comparison with Australian statistics of dating and marriage</li> </ul>	<p>See Stimulus on collections  Cute Story of Love between Turtle and Frog:  <a href="https://newsinlowjapanese.com/2015/10/05/japanese-listening-165-chachas-unrequited-love/">https://newsinlowjapanese.com/2015/10/05/japanese-listening-165-chachas-unrequited-love/</a></p>
		<p><b>Employment</b></p> <ul style="list-style-type: none"> <li>- Stereotypes of Career Pathways</li> <li>- Peer pressure and family pressure on career choices</li> <li>- Role of Job in creating Status</li> <li>- Comparisons with Australian Opportunities</li> </ul>	<p>See Stimulus on collections</p>
<p>20 hours/6 weeks  <b>Topic Two: Socialising and</b></p>	<p>1,2,3,4,5,6</p>	<p><b>How Japanese-speaking peers socialise &amp; connect</b></p> <ul style="list-style-type: none"> <li>- ひきこもり</li> <li>- ぶかつ (せんぱい、こはい)</li> <li>- ソシャルメディア</li> </ul>	<p>Obentou Senior: Pg 5 (conversation between two club members)</p> <p><a href="https://newsinlowjapanese.com/2015/08/11/japanese-listening-157-the-magical-power-of-hugs/">https://newsinlowjapanese.com/2015/08/11/japanese-listening-157-the-magical-power-of-hugs/</a></p> <p><i>TJF, 日常を切り取る、</i></p>



<b>Connecting with my Peers</b>	<ul style="list-style-type: none"> <li>- Greetings/Hugs/Facial Expressions</li> <li>- Comparisons with Australia and how young people communicate and connect.</li> </ul>		<p><a href="http://www.tjf.or.jp/clicknippon/ja/myw_ayyourway/02/post-4.php">www.tjf.or.jp/clicknippon/ja/myw_ayyourway/02/post-4.php</a></p> <ul style="list-style-type: none"> <li>• <i>Nippon Communications Foundation</i>, 'Mask culture in Japan', <a href="http://www.nippon.com/en/features/jg00084/">www.nippon.com/en/features/jg00084/</a></li> <li>• Medhurst, R 2015, 'Japan's Honorific Language About More Than Manners', <i>Nippon Communications Foundation</i>, <a href="http://www.nippon.com/en/nipponblog/m00072">www.nippon.com/en/nipponblog/m00072</a></li> <li>• <i>The Japanese Page</i>, 'Kotowaza and sayings', <a href="http://www.thejapanesepage.com/kotowaza.htm">www.thejapanesepage.com/kotowaza.htm</a></li> </ul> <p>Ingraham, C 2017, 'The languages that let you say more with less', <i>The Washington Post</i>, <a href="http://www.washingtonpost.com/news/wonk/wp/2017/09/28/the-languages-that-let-you-say-more-with-less/?utm_term=.0cc657318585">www.washingtonpost.com/news/wonk/wp/2017/09/28/the-languages-that-let-you-say-more-with-less/?utm_term=.0cc657318585</a></p>
	<p><b>Barriers and challenges to young people maintaining connections</b></p> <ul style="list-style-type: none"> <li>- Body image</li> <li>- Mental Health</li> <li>- 受験生活、浪人</li> </ul>		<p><a href="https://newsinlowjapanese.com/2018/01/21/japanese-listening-274-instagenic-and-insta-flies/">https://newsinlowjapanese.com/2018/01/21/japanese-listening-274-instagenic-and-insta-flies/</a> Plus Size Japanese Talent: <a href="https://newsinlowjapanese.com/2017/05/15/japanese-listening-241-naomi-watanabe/">https://newsinlowjapanese.com/2017/05/15/japanese-listening-241-naomi-watanabe/</a> <a href="https://www.youtube.com/watch?v=W6X_uJB-JNg">https://www.youtube.com/watch?v=W6X_uJB-JNg</a> Obentou Pg : 90 (survey about students' days)</p>
	<p><b>Issues that affect Young people</b></p> <ul style="list-style-type: none"> <li>- Society's definition of success (role of University and graduating high school)</li> <li>- Expectations on young people</li> <li>- Bullying</li> <li>- Comparison between Japanese and Australian society</li> <li>- Addiction and Harassment</li> </ul>	<ul style="list-style-type: none"> <li>- research a particular youth issue and summarise the details to present to peers, considering origins, traditions, rules, significant events; influence in Australia and Japanese-speaking communities; popularity among genders/different communities, inclusion in the Olympics etc. Students present findings to the class.</li> <li>• describe how Japanese-speaking and Australian peers reflect their interests, identity and culture in their homes/living spaces, e.g. bedroom displays of trophies, certificates, magazines</li> <li>• Appraise school support strategies in Australia and Japanese-speaking communities, e.g. bullying laws, cyber-bullying education programs.</li> </ul>	<p>Obentou Senior: Pg 61 (Article about Japanese Teenagers and Diets) Male Vs Female Looks: <a href="https://newsinlowjapanese.com/2015/06/15/japanese-listening-149-the-boy-who-kept-growing-his-hair-out-even-after-being-called-a-girl-%e5%a5%b3%e3%81%ae%e5%ad%90%e3%81%a8%e5%91%bc%e3%81%b0%e3%82%8c%e3%81%a6%e3%82%82%e3%80%81%e9%ab%aa%e3%82%92/">https://newsinlowjapanese.com/2015/06/15/japanese-listening-149-the-boy-who-kept-growing-his-hair-out-even-after-being-called-a-girl-%e5%a5%b3%e3%81%ae%e5%ad%90%e3%81%a8%e5%91%bc%e3%81%b0%e3%82%8c%e3%81%a6%e3%82%82%e3%80%81%e9%ab%aa%e3%82%92/</a></p> <p>Bullying Images/Graphs: <a href="https://www.google.com.au/search?q=%E6%97%A5%E6%9C%AC%E3%81%AE%E3%81%84%E3%81%98%E3%82%81&amp;safe=strict&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ved=0ahUKEwjGkvfiptXeAhUSVH0KHf-EBq0Q_AUIDigB&amp;biw=1280&amp;bih=607#imgrc=_&amp;spf=1542">https://www.google.com.au/search?q=%E6%97%A5%E6%9C%AC%E3%81%AE%E3%81%84%E3%81%98%E3%82%81&amp;safe=strict&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ved=0ahUKEwjGkvfiptXeAhUSVH0KHf-EBq0Q_AUIDigB&amp;biw=1280&amp;bih=607#imgrc=_&amp;spf=1542</a></p>

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- *The Japan Foundation Sydney: 'Youth issues 'reporting information'*  
<http://jpfsyd-classroomresources.com/r115.html>
- *TJF, 【番外編】「聖地」に行こう！野瀬亘理（のせわたり）、福岡県在住 小野口太一*  
、福岡県在住、  
[www.tjf.or.jp/clicknippon/ja/myway/08/post-22.php](http://www.tjf.or.jp/clicknippon/ja/myway/08/post-22.php)
- *Statistics Japan, 'Lifestyle',* <http://stats-japan.com/t/categ/50005>

*i-D Meets: Tokyo's Genderless Youth*

<https://www.youtube.com/watch?v=NrYJE1sFVd8>

- *SBS, 'Junko's story',* [http://www.sbs.com.au/hiroshi ma/](http://www.sbs.com.au/hiroshi%20ma/)
  - *TJF, 高校生活最後の運動会、*  
[www.tjf.or.jp/clicknippon/ja/365/ event/undoukai/post-64.php](http://www.tjf.or.jp/clicknippon/ja/365/event/undoukai/post-64.php)
- Stereotypes, Gender and Media

<https://www.jinken-net.com/close-up/0206.html>  
<https://gidinfo.jp/prepare/lgbtq-and-gender/>

Arai, H 2017, 'Societywide effort needed to address school bullying',  
*Nippon*

*Communications Foundation,* [www.nippon.com/en/currents/d00290](http://www.nippon.com/en/currents/d00290)

*The Japan Times,* 'Reports of school bullying in Japan rise to record high, education ministry survey shows',  
<https://www.japantimes.co.jp/news/2017/10/26/national/socialissues/reports-school-bullying-japan-rise-record-high-education-ministry-survey-shows>

News report on teachers are hiding the reality of bullying

<p>5 weeks Topic Three : Groups in Society</p>	<p>1,2,3,4, 5,6</p>	<p><b>Groups in Society</b></p> <ul style="list-style-type: none"> <li>- Groups that express particular identities</li> <li>- ロリータ, コスプレ, ヤンキ</li> <li>- Groups that support society</li> <li>- ボランティア生活</li> </ul>	<p>Explore the groups that are part of the school community (sporting, cultural and service).</p> <p>Select one group, and develop an informative text for visiting Japanese-speaking peers outlining - how this group is shaped by their cultural values and beliefs - how it can contribute to their personal identity/well-being - how it makes a positive contribution to the school community.</p> <p>Compare and contrast these opportunities with those in schools in Japanese-speaking communities.</p> <p>Consider how uniforms form part of the school culture, including - how perceptions about uniform are different in Australia and Japanese-speaking communities.</p> <p>Create an informative text for students visiting the school to outline the way of wearing uniforms appropriately in their own school, and - analyse and evaluate a classmate's text and provide feedback on tone and how easy it is to follow/understand</p>	<p>The reason behind <b>ほんねとたてまえ</b>  <a href="https://www.compathy.net/magazine/2015/08/25/honne-and-tatemaе-outside-japan/">https://www.compathy.net/magazine/2015/08/25/honne-and-tatemaе-outside-japan/</a>      Surprises from Foreigners coming to Japan  <a href="https://rocketnews24.com/2013/05/25/332042/">https://rocketnews24.com/2013/05/25/332042/</a></p> <p>Trailer of documentary about Changing Japan &amp; Hafu:  <a href="https://www.cinemo.info/movie_detail.html?ck=16">https://www.cinemo.info/movie_detail.html?ck=16</a></p>
	<p><b>Impact of 'the group' and 'the individual'</b></p>	<p>Compare and contrast expectations on Individuals in Japan and Australia Japanese. Discuss the impact this would have on the classroom environment in</p>		

		<ul style="list-style-type: none"><li>- ハーフ</li><li>- こじん、しゃかい</li><li>- Family Honour</li><li>- Language used to demonstrate relationships</li></ul>	each country. Brainstorm terms that exist in the English language that can have a negative racial connotation. Look 外国人、ハーフ、	Article in English about biracialism in Japan: <a href="https://www.smh.com.au/sport/tennis/us-open-champion-naomi-osaka-redefines-what-it-means-to-be-japanese-20180910-p502qf.html">https://www.smh.com.au/sport/tennis/us-open-champion-naomi-osaka-redefines-what-it-means-to-be-japanese-20180910-p502qf.html</a>
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## YEAR-TO-YEAR INFORMATION:

### Differentiation [for small groups or individuals]:

Students engaging with this unit and program are from a variety of different levels of language ability. Allowances and differentiation will be made at an individual teacher level to ensure that these students are properly extended and challenged in depth of skills and language acquisition.

## LESSON SEQUENCE

### Senior Japanese 2020 Planner Year 12 (Unit 3) Year 11 (Unit 1)

Week	Tuesday	Wednesday	Friday
2019 Term 4 Week 5	<b>Unit 3: Roles and Relationships Introduction</b> Introduction to topic. <ul style="list-style-type: none"> <li>- Understand the requirements and topics for this unit</li> <li>- Consider the diversity of roles portrayed, in particular females in Japan, and how this is changing.</li> </ul> Reading for comprehension – passages in Japanese and visual texts → graphs	<b>Roles in Society: In depth reading and writing</b> Understanding roles in society – Parasite Singles <ul style="list-style-type: none"> <li>- Report – Parasite Single</li> <li>- Short Writing in English practise using report as stimulus</li> </ul>	<b>Vocabulary Test and Writing Session</b> <ul style="list-style-type: none"> <li>- Considering Australian social problems and composing a report to deliver to a Japanese audience.</li> <li>- Modelled writing as template for group writing on Australian social problem</li> </ul>
6		<b>Relative Clauses</b> <ul style="list-style-type: none"> <li>- Understanding the function and use of relative clauses</li> </ul> Continued writing session in preparation for multimodal presentation	<b>Vocabulary Test, Writing Session and Females in Japanese society</b> <ul style="list-style-type: none"> <li>- Recognising the gender differences in Japanese society</li> </ul> Continued writing session in preparation for multimodal presentation
7	<b>Skype session with Japanese Sister School</b>	<b>Giving and Receiving (between equals and juniors)</b> <ul style="list-style-type: none"> <li>- Giving and receiving</li> <li>- Consider the concept of the individual and how different factors influence their perceptions of themselves and their place in society</li> </ul>	<b>Giving and Receiving (between equals and juniors)</b> <ul style="list-style-type: none"> <li>- Giving and receiving</li> <li>- Consider the concept of the individual and how different factors influence their perceptions of themselves and their place in society</li> </ul>
8	<b>Giving and Receiving (with seniors)</b> <ul style="list-style-type: none"> <li>- Giving and receiving and the concept of respect with elders</li> <li>- Consider the concept of the individual</li> </ul>	<b>Giving and Receiving (with additional verbs)</b> <ul style="list-style-type: none"> <li>- Giving and receiving and the concept of respect with elders</li> <li>- Consider the concept of the individual</li> </ul>	

	and how different factors influence their perceptions of themselves and their place in society	and how different factors influence their perceptions of themselves and their place in society	
<b>2020 Term 1 Week 2</b>	<b>Introduction to Year 12 Japanese</b> <ul style="list-style-type: none"> <li>- Introductions in Japanese thinking about tone and formality with equals and juniors</li> <li>- Understand the key terms used in the Japanese syllabus</li> <li>- Express purpose のために</li> <li>- Describing nouns のような</li> </ul>	<b>Expressing Purpose and Similes</b> <ul style="list-style-type: none"> <li>- Express purpose のために</li> <li>- Describing nouns のような</li> <li>- Reading for learning → Japanese social problems</li> </ul>	<b>Vocabulary Test and Speaking Session</b> <ul style="list-style-type: none"> <li>- Express purpose のために</li> <li>- Describing nouns のような</li> <li>- Reading for learning → Japanese social problems</li> <li>- Express opinions on societal issues</li> </ul>
	<b>Introduction to Year 11 Japanese</b> <ul style="list-style-type: none"> <li>- Introductions in Japanese thinking about tone and formality with equals and seniors</li> <li>- Classify and conjugate 一だん and 五だん verbs for dictionary form</li> <li>- Express ability and inability to do something using verb nominalisers and nouns</li> </ul>	<b>Expressing Abilities</b> <ul style="list-style-type: none"> <li>- Classify and conjugate 一だん and 五だん verbs for dictionary form</li> <li>- Express ability and inability to do something using verb nominalisers and nouns</li> <li>- Writing Practise</li> </ul>	<b>Vocabulary Test and Speaking Session</b> <ul style="list-style-type: none"> <li>- Classify and conjugate 一だん and 五だん verbs for dictionary form</li> <li>- Express ability and inability to do something using verb nominalisers and nouns</li> <li>- Inquire about the abilities of others and family members</li> </ul>
<b>3</b>	<b>Senior Swimming Carnival</b>	<b>Listing Reasons and Expressing Possibilities</b> <ul style="list-style-type: none"> <li>- List reasons using the し、し pattern</li> <li>- Discuss how roles are changing in society</li> <li>- Express possibilities 「かもしれません」と「でしょう」</li> </ul>	<b>Vocabulary Test and Reading Session</b> <ul style="list-style-type: none"> <li>- List reasons using the し、し pattern</li> <li>- Discuss how roles are changing in society</li> <li>- Express possibilities 「かもしれません」と「でしょう」</li> </ul>
	<b>Senior Swimming Carnival</b>	<b>Listing Reasons and Expressing Possibilities</b> <ul style="list-style-type: none"> <li>- List reasons using the し、し pattern</li> <li>- Understanding the different types of Japanese households</li> </ul>	<b>Vocabulary Test and Speaking Session</b> <ul style="list-style-type: none"> <li>- Understanding the different types of Japanese households</li> </ul> Continued writing session in preparation for multimodal presentation
<b>4</b>	<b>Year 12 Induction</b>	<b>Passive Voice</b> <ul style="list-style-type: none"> <li>- Recognise the features of passive</li> </ul>	<b>Vocabulary Test and Writing in English Session</b> <ul style="list-style-type: none"> <li>- Understand key concepts when</li> </ul>

		<p>voice in Japanese</p> <ul style="list-style-type: none"> <li>- Apply the rules of passive voice in understanding and responding to Japanese societal issues (interview reading)</li> </ul>	<p>writing a short response in English</p> <ul style="list-style-type: none"> <li>- Develop and reflect on short answer responses</li> <li>- Reflect on roles in Japanese society</li> </ul>
	<b>Skype session with Japanese Sister School</b>	<p><b>Plain and ㇿ form</b></p> <ul style="list-style-type: none"> <li>- Comprehend and apply negative, combining and past tense forms for verbs</li> <li>- Use ㇿ form to link sentences</li> <li>- Understanding different families through homestay programs</li> </ul>	<p><b>Vocabulary Test and Writing in English Session</b></p> <ul style="list-style-type: none"> <li>- Understand key concepts when writing a short response in English</li> <li>- Develop and reflect on short answer responses</li> <li>- Reflect on Japanese families and their makeup</li> </ul>
<b>5</b>	<b>Practise Exam</b>	<p><b>Groups in Society</b></p> <ul style="list-style-type: none"> <li>- Analyse the impact of social groups and staying connected</li> <li>- Edit responses to improve clarity in short answer responses</li> </ul>	<p><b>Formative Exam Feedback</b></p> <ul style="list-style-type: none"> <li>- Apply feedback from formative exam to improve writing</li> <li>- Identify areas of improvement in regards to Japanese comprehension</li> </ul>
	<p><b>Evolving Japanese Households</b></p> <ul style="list-style-type: none"> <li>- comment on the similarities and differences in family/carers, friends and daily life in their own and Japanese-speaking communities</li> <li>- Utilise multiple modes of understanding to create an informed response to questions of context and audience</li> </ul>	<p><b>Groups in Society</b></p> <ul style="list-style-type: none"> <li>- comment on the similarities and differences in family/carers, friends and daily life in their own and Japanese-speaking communities</li> <li>- Edit responses to improve clarity in short answer responses</li> </ul>	<b>Practise Exam</b>
<b>6</b>	Week 6 lessons will be designed to meet student needs and areas for improvement	Week 6 lessons will be designed to meet student needs and areas for improvement	<b>Year 12 IA1 Exam</b>
	<p><b>Formative Exam Feedback</b></p> <ul style="list-style-type: none"> <li>- Apply feedback from formative exam to improve writing</li> <li>- Identify areas of improvement in regards to Japanese comprehension</li> </ul>	<b>Year 11 FIA1 Exam</b>	<p><b>Beginning Topic 2 Lifestyle and Leisure</b></p> <ul style="list-style-type: none"> <li>- Compare and contrast lifestyle and leisure in our own and Japanese-speaking communities</li> <li>- Conjugate verbs and join sentences with the ㇿ form</li> <li>- iiTomo Chapter 1</li> </ul>

<p><b>7</b></p>	<p><b>Beginning Topic 2 Socialising and Connecting with my Peers</b></p> <ul style="list-style-type: none"> <li>- use the conditional form with ～ば</li> <li>- use ～らしい to express that something seems a certain way or to express a likeness</li> <li>- compare how different daily life is in Japan and Australia</li> <li>- iTomo Chapter 9</li> </ul>	<p><b>Life in Japan</b></p> <ul style="list-style-type: none"> <li>- use the conditional form with ～ば</li> <li>- use ～らしい to express that something seems a certain way or to express a likeness</li> <li>- compare how different daily life is in Japan and Australia</li> <li>- iTomo Chapter 9</li> </ul>	<p><b>Vocabulary Test and Spontaneous Speaking Introduction</b></p> <ul style="list-style-type: none"> <li>- apply knowledge of Japanese language elements, structures to lifestyle and leisure contexts (UO4)</li> <li>- maintain communication in Japanese to discuss roles and relationships</li> <li>- understand the requirements and strategies for speaking components</li> </ul>
	<p><b>Listing Activities</b></p> <ul style="list-style-type: none"> <li>- List activities using the ～たり～たりします and てから patterns</li> <li>- Use adverbs for time in sentences</li> <li>- apply knowledge of Japanese language elements, structures to lifestyle and leisure contexts</li> </ul>	<p><b>Expressing ‘but’ using が</b></p> <ul style="list-style-type: none"> <li>- Connect sentences using both the particle が and それから</li> <li>- apply knowledge of Japanese language elements, structures to lifestyle and leisure contexts</li> <li>- learn about the way Japanese students spend their leisure time</li> </ul>	<p><b>Vocabulary Test and Spontaneous Speaking Introduction</b></p> <ul style="list-style-type: none"> <li>- apply knowledge of Japanese language elements, structures to lifestyle and leisure contexts (UO4)</li> <li>- maintain communication in Japanese to discuss lifestyle, leisure and education</li> <li>- understand the requirements and strategies for speaking components</li> </ul>
<p><b>8</b></p>	<p><b>Moral Obligation</b></p> <ul style="list-style-type: none"> <li>- read big numbers</li> <li>- Express moral obligation using べき</li> <li>- iTomo Chapter 11</li> </ul>	<p><b>Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>- Use ても to say even if or although</li> <li>- Use しか and だけ to express only</li> <li>- Discuss the similarities and differences between the concepts of a healthy life in Japan and in Australia</li> <li>- iTomo Chapter 4</li> </ul>	<p><b>Vocabulary Test and Spontaneous Speaking</b></p> <ul style="list-style-type: none"> <li>- Use ても to say even if or although</li> <li>- Use しか and だけ to express only</li> <li>- Discuss the similarities and differences between the concepts of a healthy life in Japan and in Australia</li> <li>- Discuss the idea of work/study/life balance</li> <li>- maintain communication in Japanese to discuss youth health</li> </ul>
	<p><b>Time Contexts</b></p> <ul style="list-style-type: none"> <li>- Understand Japanese celebrations</li> <li>- Understand and apply grammar structures for time contexts (てから and て後で)</li> <li>- Apply knowledge of Japanese language elements, structures to lifestyle and</li> </ul>	<p><b>Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>- Use ても to say even if or although</li> <li>- Use しか and だけ to express only</li> <li>- Discuss the similarities and differences between the concepts of a healthy life in Japan and in Australia</li> <li>- iTomo Chapter 4</li> </ul>	<p><b>Vocabulary Test and Spontaneous Speaking</b></p> <ul style="list-style-type: none"> <li>- Use ても to say even if or although</li> <li>- Use しか and だけ to express only</li> <li>- Discuss the similarities and differences between the concepts of a healthy life in Japan and in Australia</li> <li>- Discuss the idea of work/study/life</li> </ul>



	leisure contexts		balance - maintain communication in Japanese to discuss lifestyle, leisure and education
9	<b>Challenges of Youth</b> <ul style="list-style-type: none"> <li>- Learn more about modern and traditional life in Japan</li> <li>- Express being troubled or at a loss てこまる</li> <li>- Offer explanation ~ん、~の</li> </ul>	<b>Challenges of Youth</b> <ul style="list-style-type: none"> <li>- Create a speech for an Australian audience about the challenges facing youth in Japan</li> </ul>	<b>Vocabulary Test and Challenges of Youth</b> <ul style="list-style-type: none"> <li>- Present a speech for an Australian audience about the challenges facing youth in Japan</li> <li>- maintain communication in Japanese to discuss groups, in particular youth, in society</li> </ul>
	<b>Permission</b> <ul style="list-style-type: none"> <li>- Understand how to use grammar for permission (てもいい、てはだめ、いけません)</li> <li>- Investigate extracurricular activities offered in Japan and compare with Australia</li> <li>- Chapter 4 iiTomo</li> </ul>	<b>Permission</b> <ul style="list-style-type: none"> <li>- Understand how to use grammar for permission (てもいい、てはだめ、いけません)</li> <li>- Investigate extracurricular activities offered in Japan and compare with Australia</li> <li>- Chapter 4 iiTomo</li> </ul>	<b>Vocabulary Test and Spontaneous Speaking</b> <ul style="list-style-type: none"> <li>- Understand how to use grammar for permission (てもいい、てはだめ、いけません)</li> <li>- Investigate extracurricular activities offered in Japan and compare with Australia</li> <li>- maintain communication in Japanese to discuss lifestyle, leisure and education</li> </ul>
10	<b>Japan and the Group</b> <ul style="list-style-type: none"> <li>- evaluate the impact of the 'group' vs. the individual in Japanese society</li> <li>- discover the concept of mottainai</li> <li>- recognise transitive and intransitive verbs</li> </ul>	<b>Japan and the Environment</b> <ul style="list-style-type: none"> <li>- evaluate the impact of the 'group' vs. the individual in Japanese society</li> <li>- discover the concept of mottainai</li> <li>- recognise transitive and intransitive verbs</li> </ul>	
	<b>Obligation</b> <ul style="list-style-type: none"> <li>- Refresh on negative plain form</li> <li>- Understand how to use grammar for obligation (なければなりません、ないいけません)</li> <li>- Compare school rules and expectations for students in Australia and in Japan</li> </ul>	<b>Obligation</b> <ul style="list-style-type: none"> <li>- Understand how to use grammar for obligation (なければなりません、ないいけません)</li> <li>- Compare school rules and expectations for students in Australia and in Japan</li> <li>- Comprehend and construct passages that use obligations and non-obligations</li> </ul>	

<b>Term 2 Week 1</b>	<b>Connecting with peers</b> <ul style="list-style-type: none"> <li>- investigate some of the opportunities for young people in maintaining connectedness (eg. Fashion)</li> <li>- analyse the impact of socialising and connecting with peers</li> <li>- construct personal responses to advise peers</li> </ul>	<b>Connecting with peers</b> <ul style="list-style-type: none"> <li>- investigate some of the challenges for young people in maintaining connectedness (eg. Youth drinking, bullying, addiction, harassment)</li> <li>- analyse the impact of socialising and connecting with peers</li> <li>- construct personal responses to advise peers</li> <li>- iiTomo Chapter 12 p.187</li> </ul>	<b>Vocabulary Test and Spontaneous Speaking</b> <ul style="list-style-type: none"> <li>- structure, information to justify opinions, ideas and perspectives related to youth and outsiders in society</li> <li>- use strategies to maintain communication and exchange meaning in Japanese to discuss groups in society</li> </ul>
	<b>Obligation</b> <ul style="list-style-type: none"> <li>- Understand how to use grammar for obligation (なければなりません, ない いけません)</li> <li>- Understand how to use grammar to express non-obligation (なくてもいい、ても～なくてもいい)</li> <li>- Compare school rules and expectations for students in Australia and in Japan</li> <li>- Comprehend and construct passages that use obligations and non-obligations</li> </ul>	<b>Non-Obligation</b> <ul style="list-style-type: none"> <li>- Understand how to use grammar for obligation (なければなりません, ない いけません)</li> <li>- Understand how to use grammar to express non-obligation (なくてもいい、ても～なくてもいい)</li> <li>- Compare school rules and expectations for students in Australia and in Japan</li> <li>- Comprehend and construct passages that use obligations and non-obligations</li> </ul>	<b>Vocabulary Test and Spontaneous Speaking</b> <ul style="list-style-type: none"> <li>- Understand how to use grammar for obligation and non-obligation</li> <li>- Compare school rules and expectations for students in Australia and in Japan</li> <li>- maintain communication in Japanese to discuss lifestyle, leisure and education</li> </ul>
<b>2</b>	<b>Changing Japanese Society</b> <ul style="list-style-type: none"> <li>- Create variations of structures using verb nominalisation</li> <li>- Analyse the impact of changing society on young people</li> <li>- Investigate ハーフ</li> <li>- iiTomo Chapter 12 p.188</li> </ul>	<b>Changing Japanese Society</b> <ul style="list-style-type: none"> <li>- Create variations of structures using verb nominalisation</li> <li>- Analyse the impact of changing society on young people</li> <li>- Comprehend and construct passages that talk about youth health</li> <li>- Investigate ハーフ</li> <li>- Understand how to use information from sources</li> <li>- iiTomo Chapter 12</li> </ul>	<b>Vocabulary Test and Spontaneous Speaking</b> <ul style="list-style-type: none"> <li>- structure, information to justify opinions, ideas and perspectives related to youth and outsiders in society</li> <li>- use strategies to maintain communication and exchange meaning in Japanese to discuss education</li> </ul>
	<b>Past Experiences</b> <ul style="list-style-type: none"> <li>- Comprehend and construct passages that talk about past experiences</li> </ul>	<b>Past Experiences and Quoting from Sources</b> <ul style="list-style-type: none"> <li>- Comprehend and construct passages that talk about bullying and quote</li> </ul>	<b>Vocabulary Test and Spontaneous Speaking</b> <ul style="list-style-type: none"> <li>- structure, information to justify opinions, ideas and perspectives</li> </ul>

	<ul style="list-style-type: none"> <li>- analyse and evaluate information and ideas to draw conclusions and justify perspectives related to education and bullying</li> </ul>	<p>information</p> <ul style="list-style-type: none"> <li>- Understand how to use information from sources</li> <li>- analyse and evaluate information and ideas to draw conclusions and justify perspectives related to education and bullying</li> </ul>	<p>related to education</p> <ul style="list-style-type: none"> <li>- use strategies to maintain communication and exchange meaning in Japanese to discuss education</li> </ul>
<b>3</b>	<p><b>Expressing Opinion</b></p> <ul style="list-style-type: none"> <li>- Revise volitional form</li> <li>- Express opinion using <i>にとって</i></li> <li>- Investigate news items impacting young people in both Japan and Australia esp. youth health</li> </ul>	<p><b>Writing in Japanese</b></p> <ul style="list-style-type: none"> <li>- Describe student life and explain what students do to achieve a good study/life balance</li> <li>- Write a personal response to the challenges of a busy lifestyle</li> </ul>	<p><b>Formative Spontaneous Speaking</b></p>
	<p><b>と思う and Volitional Form</b></p> <ul style="list-style-type: none"> <li>- Understand volitional form</li> <li>- Describe student life and explain what you do to achieve a good study/life balance</li> <li>- Analyse and evaluate information and ideas to draw conclusions and justify perspectives related to education</li> </ul>	<p><b>Bukatsu</b></p> <ul style="list-style-type: none"> <li>- Understand volitional form</li> <li>- Describe student life and explain what students do to achieve a good study/life balance</li> <li>- Analyse and evaluate information and ideas to draw conclusions and justify perspectives related to education</li> <li>- Investigate extracurricular activities that reflect Japanese culture</li> </ul>	<p><b>Vocabulary Test and Spontaneous Speaking</b></p> <ul style="list-style-type: none"> <li>- Analyse and evaluate information and ideas to draw conclusions and justify perspectives related to education</li> <li>- Investigate extracurricular activities that reflect Japanese culture</li> </ul>
<b>4</b>	<p>Week 4 lessons will be designed to meet student needs and areas for improvement</p>	<p>Week 4 lessons will be designed to meet student needs and areas for improvement</p>	<p><b>Practise Exam</b></p>
	<p><b>Verb Stems and Comparisons</b></p> <ul style="list-style-type: none"> <li>- use <i>すぎる</i> to say too much or excessive</li> <li>- talk about starting and completing actions using verb stems</li> <li>- use <i>比べる</i> to compare different topics</li> <li>- explore student life in Australia and Japan</li> </ul>	<p><b>Exam Stress</b></p> <ul style="list-style-type: none"> <li>- Be able to use <i>ばかり</i> to say only/just</li> <li>- Understand the importance of <i>入学試験</i> in Japan</li> </ul>	<p><b>Formative Spontaneous Speaking</b></p>
<b>5</b>	<p><b>Formative Exam Feedback</b></p> <ul style="list-style-type: none"> <li>- Apply feedback from formative exam to improve writing</li> </ul>	<p><b>Groups in Society</b></p> <ul style="list-style-type: none"> <li>- comment on the similarities and differences in their own and Japanese-speaking communities</li> </ul>	<p><b>Year 12 IA2 Exam (Spontaneous Speaking to be decided)</b></p>

	- Identify areas of improvement in regards to Japanese comprehension	- Edit responses to improve clarity in short answer responses	
	<b>Practise Exam</b>	<b>Education and Leisure</b> - comment on the similarities and differences in leisure and education in their own and Japanese-speaking communities Edit responses to improve clarity in short answer responses	<b>Formative Exam Feedback</b> - Apply feedback from formative exam to improve writing Identify areas of improvement in regards to Japanese comprehension
<b>6</b>	<b>Move on to Unit 4 – see Unit 4 TLAP</b>		
	<b>Year 11 FIA2 Exam (Spontaneous Speaking to be decided)</b>	-	-