

Year 8 Japanese : Unit 1 My Lifestyle and Hobbies

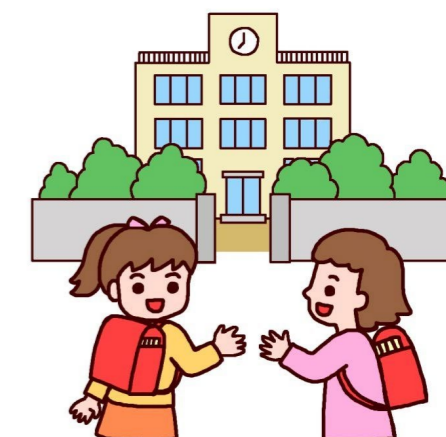
Achievement Standard:

By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれてすみません。しつれいします。AS1. They comprehend and respond to familiar questions, such as だれ、何なに、どこ、いつ、何なんよう日び、どんな、AS2 and instructions, such as たってください。三人のグループになってください。AS3 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ~は何ですか。十四ページですね。AS4. They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人、先生せんせい、日本にほん、大おおきい、小ちいさい、友ともだち、行いきます、食たべます AS5. Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何をしますか。ゲームをします。AS6), common counter classifiers (for example, ~人、~ひき、~さいAS7), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines AS8. They structure sentences using correct word order, and link information using conjunctions such as そして and それから AS9. They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。AS10. They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address AS11, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact AS12.

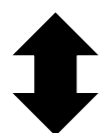
Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words AS13. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、AS14 and conjugation of present, past, positive and negative forms of verbs. They understand and use い and な adjectives, and apply the rules of counter classifiers such as ~人、~月がつ、~ひき/びき/びき AS15. They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうずですね。いいえ。AS16 softening responses with expressions such as ちょっと or あんまり、AS17 and using indirect forms of refusal or disagreement.

Unit Specific Information In this unit, students will learn how to introducing themselves, by describing their daily routines. Students use their existing understandings about the target language and cultures to further develop their target language proficiency and intercultural competence to enable them to appropriately communicate in intercultural situations. They develop a deepening understanding of how culture is reflected in and constructed by language, and become more competent in using functions, conventions and structures in the target language. They begin to appreciate the complexities of cultures, particularly in relation to the less visible dimensions, and also their dynamic and flexible nature. They further develop their understanding of the role of proficiency in other languages in the contemporary world of work, intercultural contact and globalisation.

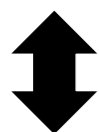
Assessment Details:
 Pair Spoken
 Presentation Week 8
 Combination
 Response Exam Week
 10



READING / VIEWING / LISTENING: Core Text 1: Self-introduction
COMPREHENSION SKILL FOCUS: Informing, Reflecting, Socialising, Translating, System of Language



THINKING: Understand, Compare and Contrast, Identify, Reflect
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WRITTEN / SPOKEN / MULTI-MODAL TEXT Script for spoken presentation Combination response – dairy-style entry
HIGHLY VALUED LANGUAGE FEATURE FOCUS: Communicating with clarity and precision Parts of speech – correct particle usage and sentence structure

Proficiency Scale - Construction of language			
4	In addition to scoring a 3.0, at this level I can create sentences using practised grammar patterns with new vocabulary in new contexts		
3	At this level I can use all of the elements of 2.0 and: <ul style="list-style-type: none"> - Understand and create sentences <u>without my resources</u> - Exhibit no major errors or omissions 		
2	At this level I can understand and create sentences <u>with my resources</u> using: <ul style="list-style-type: none"> - Correct elements of parts of speech and particles using key vocabulary and grammar structures <table border="1"> <tr> <td> Use the following simple sentence pattern to create sentences in Japanese Grammar Structures <ul style="list-style-type: none"> - Topic は - Time に - Companion と - Place で・に - Object を - Verb </td> <td> Vocabulary <ul style="list-style-type: none"> - Key verbs (おきます、たべます、いきます、みます、かえります、ねます、します、べんきょうします) - Verb types ます、ました - Time Words (時、まい日、今日、しゅうまつ、きのう) - Question words (何時、何) - Adjectives (すぎ、おもしろい、つまらない、たのしい、むずかしい、やさしい) </td> </tr> </table>	Use the following simple sentence pattern to create sentences in Japanese Grammar Structures <ul style="list-style-type: none"> - Topic は - Time に - Companion と - Place で・に - Object を - Verb 	Vocabulary <ul style="list-style-type: none"> - Key verbs (おきます、たべます、いきます、みます、かえります、ねます、します、べんきょうします) - Verb types ます、ました - Time Words (時、まい日、今日、しゅうまつ、きのう) - Question words (何時、何) - Adjectives (すぎ、おもしろい、つまらない、たのしい、むずかしい、やさしい)
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1	With help, I can achieve some of the element of 2.0		

Guaranteed Vocabulary & Kanji:	Design Question Four Strategy	Design Question Five Strategy	21 st Century Skill:
<p>Lifestyle and hobbies vocabulary including but not limited to:</p> <p>わたし、ぼく、です、いきます、します、がっこう、みます、おきます、何、何時、まいにち、今日、しゅうまつ、ねます、たべます、かえります、きのう、かぞく、ともだち、えいが、らいしゅう、だいすき、すき、のみます</p>	<p>Element 9: Structured Practise Sessions <i>Students will be provided opportunities for guided practice sessions using the following strategies based on the guided release of responsibility model:</i></p> <ul style="list-style-type: none"> - Identify errors in text; - Cooperative learning through collaborative compositions; - Purposeful homework; - Systematic revision - Modelling using speaking reading and listening activities <p>Element 10: Explaining Similarities and Differences <i>Students will examine Similarities and Differences using the following strategies:</i></p> <ul style="list-style-type: none"> - Double-bubble diagrams <p>Constructed – response comparisons describing similarities and differences between lifestyles in Australia and Japan</p>	<p>Element 13: Providing resources and guidance <i>Students will be provided modelled scripts and phrases that can be used for assessment tasks. These will be used in both group and individual tasks in the classroom.</i></p> <ul style="list-style-type: none"> - Offering feedback on assessment pieces and pronunciation in class activities - Providing informational handouts and activities where students take notes together (treasure hunts for grammar notes & vocabulary) 	<p>Collaboration-students are working together when they work in group or pairs to discuss an issue, solve a problem, and create a product;</p>
Guaranteed Skills/Language Features:	Reading Comprehension Skill and Strategy	Cognitive Verbs:	ICT to Enhance Learning:
<p>Being able to construct grammatically correct Japanese sentences – recognising and applying parts of speech and use of particles to sentence construction</p>	<p>Using Magnet summaries may help students to ascertain the key information and identify extra opinions or thoughts around that.</p>	<p>Describe – given an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something. Create – bring something into being or existence; produce or evolve from one’s own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole. Understand – perceive what is meant by something; grasp; be familiar with; construct meaning from messages, including oral, written and graphic communication</p>	<p>Hiragana Lite for Hiragana practise Quizlet for Vocab practise</p>

Learning Goals:

Strands and Sub-Strands	ACARA Content Descriptors	Kirwan High Learning Goals

<p>Communicating</p>	<ul style="list-style-type: none"> - interaction with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds - appropriate use of gestures and formulaic expressions (AS1) - asking for assistance and clarification (AS4) - comprehension and response to familiar questions (AS2) and instructions (AS3), using rehearsed and some spontaneous language - pronunciation of voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation - identification of key points of information in short predictable written, spoken and multimodal texts, with understanding of descriptions of people, objects, places and activities - use of rehearsed language related to their personal world to convey information in both written and spoken texts 	<ul style="list-style-type: none"> - Students will be able to know and describe the importance of learning languages in the 21st Century as global citizens. They will also be able to summarise the necessity of learning Japanese by looking at the relationship between Australia and Japan. - Students will also be able to familiarise themselves with the Japanese classroom greeting routines: きりつ、れい、ちやくせき - Students will be able to explain the different sports and hobbies that are common in Japan - Students will understand the routines within a Japanese classroom and will be able to share their current understanding of Japanese culture. - Students will be able to comment on grammatical and language feature differences between Japanese and their own mother tongues. - Students will be able to comprehend and practice classroom instructions and expressions in Japanese. - Students will be able to construct Hiragana characters using accurate and precise spoken order. - Students will be able to understand the rules and procedures in the Japanese classroom - Students will be able to tell the time in Japanese - Students will be able to describe habitual actions using time words in Japanese - Students will be able to ask about the daily routine of others - Students will be able to ask what people do at certain times - Students will be able to Use あいづち to ask for clarification and show understanding of others
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<p>Understanding</p>	<ul style="list-style-type: none">- identification of how Japanese values such as humility and harmony are reflected in language, such as by:<ul style="list-style-type: none">• deflecting praise (AS16)• softening responses with expressions (AS17)• using indirect forms of refusal or disagreement- recognition of the nature and roles of the three Japanese scripts (AS13)- use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature- understanding and application of grammatical concepts such as the:<ul style="list-style-type: none">- use of particles (AS14)- conjugation of present, past, positive and negative forms of verbs	<ul style="list-style-type: none">- Students will be able to understand the parts of speech (verbs, topic, object etc.) in English and Japanese.- Students will be able to understand particles and their functions in Japanese- Students will be able to understand common daily routine verbs- Students will be able to use あいづち to deflect praise and soften responses- Students will be able to use あいづち to reflect understanding of others and keep conversation going- Students will be able to understand past tense of verbs- Students will be able to use time words to describe actions- Students will be able to create past tense of adjectives-
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