

Year 9 Japanese: Unit 1 School Life

Year 9/10 Japanese Australian Curriculum Achievement Standard:

By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture AS1. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, 来週らいしゅうの土曜日にサッカーをしませんか。土曜日はちょっと...。 AS2 Students ask and respond to questions, such as どのぐらい、いくつ、 AS3 using spontaneous language. They provide explanations, opinions and reasons, for example, by using ~と思います、~からです AS4. They maintain and extend interactions by requesting repetition or clarification and by using あいづち。 They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち。 Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (~てはいけません、~てもいいです、~ています AS5), and the plain form (~たり~たりします、~と思います、~つもり AS6). They extend or qualify their message by using adverbs such as とくに、時々、 AS7 and link ideas by using conjunctions, such as それに、時々 AS8. Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as いただきます、おかえり AS9. They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.

Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems AS10. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな、 and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より、で (purpose/by) and に (location) AS11. They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary AS12. They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as 内 AS13. Students explain how Japanese cultural values such as the importance of community, 内、 respect, and consideration for others AS14 are embedded in language and behaviours such as がんばりましょう。 だいじょうぶ?。 AS15

Unit Specific Information [various forms e.g. assessment focus, context, etc]

This unit aims to address the following question 'How do I describe my school routine?'

In this unit, students will learn to describe their basic timetable and ask others about their timetables. Using verb ます forms, students can describe what they study and when. Students will also be provided opportunities to examine school life in Japan and compare this to life in Australia.

Students will particularly look at parts of speech and extending basic sentence patterns to use a wider range of particles and verbs in new contexts. They will begin to look at the て form of verbs and increase their knowledge of Kanji to include those in basic verbs and to express ability.

Assessment Details:

Task 1-
Comprehension Exam
Week 9
Task 2-
Writing Exam Week 10

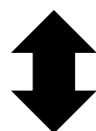


READING / VIEWING / LISTENING:

Core Text 1: Daily schedules

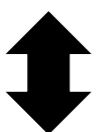
COMPREHENSION SKILL FOCUS:

Informing, Translating, Reflecting, Role of language and culture



THINKING:

Identify, infer, determine, comment, evaluate,



WRITTEN / SPOKEN / MULTI-MODAL TEXT

Daily schedule and explanation

HIGHLY VALUED LANGUAGE FEATURE FOCUS:

Making connections, determining importance

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 	
	<p>Use the following simple sentence pattern to create sentences in Japanese Grammar Structures</p> <ul style="list-style-type: none"> - Topic は - Time に - Companion と - Place で・に - Object を - Verb 	<p>Vocabulary</p> <ul style="list-style-type: none"> - 何曜日 (月・火・水・木・金・土・日) - Question words (何、どんな) - 時間目、じゅぎょう - かもく (すうがく、りか、れきし、ちり、えいご、こくご、にほんご、たいいく、かていか、びじゅつ、ほけん、ぎじゅつ) - Adjectives (すき、おもしろい、つまらない、たのしい、むずかしい、やさしい) - Verbs (べんぎょうします、たべます、します、のみます) - Superlatives 一番 - Linking words そして
	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>くもく、えいご、こくご、たいいく、りか、にほんご、フランスご、すうがく、れきし、ちり、かていか、びじゅつ、ほけん</p> <p>つまらない、おもしろい、たのしい、むずかしい、やさしい、いそがしい、たいせつ、</p> <p>クラブ、ともだち、せんせい、</p> <p>一、二、三、四、五、六、七、八、九、十</p> <p>時、間、目、学校、月、火、水、木、金、土、日</p>	<p>Element 9: Structured Practice sessions Students will be provided opportunities for guided practice sessions using the following strategies based on the guided release of responsibility model:</p> <ul style="list-style-type: none"> - Guided practice - Modelling - Fluency practice - Frequent structured practice sessions in groups and individual (speaking and writing) 	<p>Element 12: Engaging students in cognitively complex tasks Students will be engaged in cognitively complex tasks in particular when transferring knowledge to speak about their own context through student designed tasks.</p> <p>Element 13: Providing Resources and Guidance 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.</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 and Teamwork – relating to others (interacting with them), recognising and using diverse perspectives, participating and contributing, community connections.</p>
Guaranteed Skills/Language Features:	Reading Comprehension Skill and Strategy	Cognitive Verbs:	ICT to Enhance Learning:
<p>Understanding of a basic sentence structure in Japanese. Particle は to indicate subject of a sentence Particle に to indicate specific time Particle と to indicate companion Particle で to indicate a location Particle を to indicate object of a sentence I study –べんきょうします I play –します Verb ます form</p> <ul style="list-style-type: none"> • ます • ました • ません • ませんでした • たい <p>Understanding sentence structure to express the beginning and end of an action. Time + から Time まで。。。 Understanding how to express preferences</p>	<p>Strategies to improve comprehension of Japanese texts for this unit:</p> <ul style="list-style-type: none"> - Student-Friendly Vocabulary Explanations - Connect Two - Double-Entry Diaries 	<ul style="list-style-type: none"> - 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 - Infer - derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at - Determine - establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution - Comment - express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation - Evaluate - make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, 	<p>Some classes may choose to use ICT to present their assignment.</p> <p>Smartboard activity</p> <p>Word processing may be used as a way to help students with thinking about writing rather than focusing on character construction</p>

<p>____より____のほうが好きです。</p> <p>Understand how to provide reasons using から</p> <p>Understand how to tell time in Japanese</p>		<p>works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria</p>	
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Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
<p>Communicating</p>	<ul style="list-style-type: none"> provision of explanations, opinions and reasons (AS4) extension or qualification of their message by use of adverbs (AS7) and linking of ideas by using conjunctions (AS8) use of written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences reading and writing of hiragana and known kanji reading of katakana and writing of familiar katakana words, including elongated vowels, double consonants and contractions analysis and extraction of information from a range of spoken and written texts and multimodal sources understanding of gist and prediction of the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge translation and interpretation of texts, with explanation of words and expressions: <ul style="list-style-type: none"> that are difficult to translate with embedded cultural meanings (AS9) 	<ul style="list-style-type: none"> Students will be able to create sentences that explain what I study and what I do not study Students will be able to recognise the Kanji for days of the week and how they are useful in determining parts of speech Students will be able to demonstrate my understanding of Japanese by constructing a text that explaining what they study each day Students will be able to understand the language used to express ability and how to qualify it Students will be able to construct an extended piece of writing using Japanese script Students will be able to give reasons in Japanese Students will be able to recognize and to understand a variety of ます forms and ます conjugation in text and spoken texts
<p>Understanding</p>	<ul style="list-style-type: none"> identification of the functions of different scripts within texts (AS10) identification and use of a range of case particles (AS11) application of their understanding of kanji to identify word boundaries knowledge of its role in assisting with the identification of linguistic elements 	<ul style="list-style-type: none"> Students will be able to recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji [Key concepts: script, kana, kanji, hiragana, katakana, furigana, stroke order, pictograph; Key processes: recognising, copying, applying, distinguishing] Students will be able to develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions Students will be able to identify the language that is used to mean “from ... until ...” and the language that is used to mean “1st period, 2nd period etc...”