

YEAR 9 JAPANESE: Where are you going?

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 ただいま、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 you give and receive instructions in Japanese?'

In this unit, students will learn to follow and to give simple directions in Japanese. Using verb ます forms, students can describe locations of certain buildings, places and landmarks. Students will also be provided opportunities to examine transportation options and traveling in general in Japan.

Assessment focus will look at all of the four main macroskills of reading, listening and writing.

Assessment Details:

Task 1-

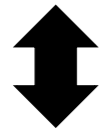
Role Play Assignment Due Week 8

Task 2-

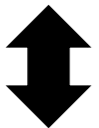
Writing Exam Week 10



READING / VIEWING / LISTENING:
Core Text 1: Conversation Script Exemplar
COMPREHENSION SKILL FOCUS:
Informing, Translating, Reflecting, Role of language and culture



THINKING:
Identify, infer, determine, describe, construct, create



WRITTEN / SPOKEN / MULTI-MODAL TEXT
Asking directions, conversation and あいづち
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 			
	<table border="1"> <thead> <tr> <th>Grammar</th> <th>Vocabulary</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Build on the simple sentence pattern from Unit 1 (Topic は Time に Companion と Place に ・ で Object を Verb) - Conjugate verbs into negative, past and negative past - たい form: want to do (verb ます - cut ます add たい) - Use まして to connect/join verbs/actions or sentences <p>(combine sentences to give directions)</p> <ul style="list-style-type: none"> - Recognise the basic 46 katakana </td> <td> <ul style="list-style-type: none"> - Question words (何、どんな、いつ、どこ、だれと) - Key Kanji for the unit (東、西、南、北、前、後ろ、左、右、中、行く、目、numbers) - Verbs (行きます、まがります、わたります、つかいます、のります、あります、います、かかります) - Places (えき、ぎんこう、こうばん、デパート、スーパー、がっこう、びょういん、ゆうびんきょく、しんごう、トイレ、きっさてん、ホテル、こうえん、いえ、ビル、アパート) - Transportation (でんしゃ、くるま、ひこうき、ふね、あるいて、じてんしゃ、バス) - Ordinal numbers (一つ、二つ、三つ etc.) - Directions (ひだり、みぎ、まえ、うしろ、まっすぐ) </td> </tr> </tbody> </table>	Grammar	Vocabulary	<ul style="list-style-type: none"> - Build on the simple sentence pattern from Unit 1 (Topic は Time に Companion と Place に ・ で Object を Verb) - Conjugate verbs into negative, past and negative past - たい form: want to do (verb ます - cut ます add たい) - Use まして to connect/join verbs/actions or sentences <p>(combine sentences to give directions)</p> <ul style="list-style-type: none"> - Recognise the basic 46 katakana
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	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:
<ul style="list-style-type: none"> - Question words (何、どんな、いつ、どこ、だれと) - Key Kanji for the unit (東、西、南、北、前、後ろ、左、右、中、行く、目、numbers) - Verbs (行きます、まがります、わたります、つかいます、のります、あります、います、かかります) - Places (えき、ぎんこう、こうばん、デパート、スーパー、がっこう、びょういん、ゆうびんきょく、しんごう、トイレ、きっさてん、ホテル、こうえん、いえ、ビル、アパート) - Transportation (でんしゃ、くるま、ひこうき、ふね、あるいて、じてんしゃ、バス) - Ordinal numbers (一つ、二つ、三つ etc.) - Directions (ひだり、みぎ、まえ、うしろ、まっすぐ) 	<p>Element 9: Structured Practice 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"> - 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 <i>Students will be engaged in cognitively complex tasks in particular when transferring knowledge to speak about their own context through student designed tasks.</i></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 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 go -いきます 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 	<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"> - 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 - Identify - distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a 	<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>

<ul style="list-style-type: none"> • 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 ____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>number of possibilities; recognise and state a distinguishing factor or feature</p> <ul style="list-style-type: none"> - Determine - establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution - Describe - give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something - Construct - create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build 	
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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"> • Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures • Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others • Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience • Translate and interpret short texts such as conversations or weather forecast, noticing and explaining aspects that are similar or different in Japanese and English versions [Key concepts: meaning, translation, equivalence, context; Key processes: translating, interpreting, comparing, explaining] • Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning making 	<ul style="list-style-type: none"> • Students will be able to ask and to give directions of where certain places are and how to get there • Students will be able to recognize and to understand a variety of ます forms and ます conjugation in text and spoken texts • Students will be able to create scripts giving directions of a particular location using a map • Students will be able to use electronic dictionaries and translation tools to assist them create a descriptive text in Japanese. • Students will be able to recognize similarities and differences about how Japanese interact with other people using formal and informal language. • Students will be able to write and recognize the following high frequency kanji: <ul style="list-style-type: none"> - 右 - 左 - 前 - 行きます • Students will be able to conjugate ます to different forms • Students will be able to describe directions using basic ます forms