



## Japanese Year 3/4 Semester 2 Outline 2017

### Description

*Through learning about Japan, students have opportunities to explore and explain Japanese culture and the Japanese language.*

**Student Feedback and Assessment:** Students' knowledge, understanding and skills will be continually assessed and demonstrated through a range of tasks and regularly reflected on throughout the semester during class.

Outcomes	Content	Context	Feedback/Assessment
<i>Communicating and Understanding</i>	Develop an understanding of the structure of the Japanese language, the cultural context in which it is used, and the various written forms that are used in Japanese.	In whole group, small group and individual settings: <ul style="list-style-type: none"> <li>• Use Japanese language to convey information</li> <li>• Interpret meaning from spoken and written texts</li> <li>• Develop understanding and recognition of various Japanese alphabets (hiragana, katakana, kanji)</li> <li>• Compare and contrast the cultures of Japan and Australia</li> </ul>	Ongoing observations through out the semester  Student-Teacher conferencing  ePortfolio item

Achievement Standards covered from Australian Curriculum:

Students use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another. They use language spontaneously in simple familiar communicative exchanges. They respond to simple questions using short spoken statements. They use counter classifiers in response to questions. They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They read and write the 46 hiragana, including long vowels, voiced sounds, and blended sounds as formulaic language, as well as high-frequency kanji. They apply word order (subject–object–verb) in simple sentences. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).

Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation. They know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か. They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking.

### **Contact Details**

If you would like to contact me regarding this unit or if you have questions during the semester please email me at: [amy.mcleod@ed.act.edu.au](mailto:amy.mcleod@ed.act.edu.au)