

Year Level: 7		Subject: Japanese	
Semester: 2			
Week	Unit	Learning Focus	Victorian Curriculum
Term 3 1	<b>Schooling in Japan</b> School grades in Japan	<ul style="list-style-type: none"> <li>• Compare and contrast the differences between the Japanese school system and the Australian school system.</li> <li>• To be able to say and write what grade you are in using the Japanese school structural system.</li> <li>• To be able to identify what grade native speakers are in through listening and written activities.</li> </ul>	<p>Understand that the Japanese language both influences and is influenced by other languages and cultures (VCJAU017)</p> <p>Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (VCJAU013)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015)</p>
2	<b>Schooling in Japan</b> Days of the week Months School subjects	<ul style="list-style-type: none"> <li>• To read and write days of the week in Japanese in hiragana and kanji.</li> <li>• To understand the meaning behind the days of the week.</li> <li>• To read and write months of the year in hiragana and kanji.</li> <li>• To be able to read and recall diverse list of school subjects.</li> </ul>	<p>Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions (VCJAC008)</p> <p>Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (VCJAU013)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015)</p>
3	<b>Schooling in Japan</b> Favourite subjects	<ul style="list-style-type: none"> <li>• To be able to state verbally and in written form what your favourite subject is.</li> <li>• To identify through listening activities, what other students' favourite subjects are.</li> </ul>	<p>Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions (VCJAC008)</p>

			Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015)
4	<b>Schooling in Japan</b> Lesson numbers Adjectives (for teachers) Adjectives (for subjects)	<ul style="list-style-type: none"> <li>• To be able to interpret lesson numbers in written and oral form.</li> <li>• To be able to state when particular subjects occur on a school timetable.</li> <li>• To read and write list of adjectives relating to teacher attributes and school subjects.</li> <li>• To form written and oral sentences to express feelings about subjects and teachers.</li> </ul>	Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions (VCJAC008)  Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (VCJAU013)  Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity (VCJAU014)  Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015)
5	<b>Schooling in Japan</b> Classroom items Giving and refusing permission Club Activities	<ul style="list-style-type: none"> <li>• To read and write classroom items in Hiragana.</li> <li>• To ask permission to borrow classroom items.</li> <li>• To give permission when someone asks to borrow a classroom item.</li> </ul>	Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement (VCJAC003)  Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions (VCJAC008)  Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015)
6	<b>Schooling in Japan</b> Telling the time	<ul style="list-style-type: none"> <li>• To be able to translate the time shown on a digital or analogue clock into Japanese, both written and verbally.</li> </ul>	Translate and interpret short texts such as self-introductions or conversations, noticing and

		<ul style="list-style-type: none"> <li>To be able to identify the correct time from a conversation spoken in Japanese.</li> <li>To write the kanji for minutes, half hour and time in kanji.</li> </ul>	<p>explaining aspects that are similar or different in Japanese and English versions (VCJAC008)</p> <p>Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources (VCJAC007)</p> <p>Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (VCJAU013)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015)</p>
7	<b>Schooling in Japan</b> Sentence structures	<ul style="list-style-type: none"> <li>To understand the conventions of a basic Japanese sentence using particles.</li> <li>E.g. To be able to write sentences such as 'I study Art on Monday' and 'I study Science period 5 on Thursday.'</li> </ul>	<p>Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (VCJAU013)</p> <p>Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity (VCJAU014)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015)</p>
8	<b>Schooling in Japan</b> School Timetable Project	<ul style="list-style-type: none"> <li>Create a timetable, containing days of week, lessons, subjects and sentences about the timetable, which incorporates all of the introduced vocabulary and grammar patterns.</li> </ul>	<p>Locate key points of information in a range of texts and resources and use the information in new ways (VCJAC004)</p> <p>Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions (VCJAC009)</p>

			Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (VCJAU013)
9	<b>Schooling in Japan</b> School Timetable Project	<ul style="list-style-type: none"> <li>• Create a timetable, containing days of week, lessons, subjects and sentences about the timetable, which incorporates all of the introduced vocabulary and grammar patterns.</li> </ul>	<p>Locate key points of information in a range of texts and resources and use the information in new ways (VCJAC004)</p> <p>Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions (VCJAC009)</p> <p>Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages (VCJAU018)</p> <p>Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (VCJAU013)</p>
10	<b>Schooling in Japan</b> Film Study	<ul style="list-style-type: none"> <li>• To understand and explain the significance, details and history of sumo wrestling as part of Japanese culture.</li> </ul>	<p>Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts (VCJAC006)</p> <p>Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour (VCJAC010)</p>

**Term 4**

<b>Week</b>	<b>Unit</b>	<b>Learning Focus</b>	<b>Victorian Curriculum</b>
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1	<b>Pets/Animals</b>	<ul style="list-style-type: none"> <li>• To learn how to read and write the names of animals</li> <li>• To be able to ask and say what pet you own.</li> </ul>	<p>Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions (VCJAC008)</p> <p>Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity (VCJAU014)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015)</p>
2	<b>Pets/Animals</b>	<ul style="list-style-type: none"> <li>• To learn the sounds that animals make</li> <li>• To learn how to count animals in Japanese using their counter system</li> </ul>	<p>Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions (VCJAC008)</p> <p>Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (VCJAU013)</p> <p>Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity (VCJAU014)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015)</p>
3	<b>Pets/Animals</b>	<ul style="list-style-type: none"> <li>• To learn colours in Japanese, including reading, writing and speaking them.</li> </ul>	<p>Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions (VCJAC008)</p>

			Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015)
4	<b>Pets/Animals</b>	<ul style="list-style-type: none"> <li>To revise adjectives and begin working on a project relating to pets and animals</li> </ul>	<p>Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity (VCJAU014)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015)</p>
5	<b>Pets/Animals</b>	<ul style="list-style-type: none"> <li>To complete Pets project.</li> <li>Perform skit to class in the form of an oral presentation</li> </ul>	Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions (VCJAC009)
6-8	<b>Cultural Project</b>	<ul style="list-style-type: none"> <li>To gain a greater understanding of why Japan is home to so many natural disasters</li> <li>To research and present a report/letter/presentation of an aspect of Japanese culture such as karate, flower arranging, anime, transportation etc.</li> <li>To be able to write a bibliography using correct academic conventions.</li> </ul>	<p>Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages (VCJAU018)</p> <p>Locate key points of information in a range of texts and resources and use the information in new ways (VCJAC004)</p>
9	<b>Film Study</b> Japanese Anime	<ul style="list-style-type: none"> <li>To be able to identify and understand the key ideas and messages in Japanese anime</li> </ul>	Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts (VCJAC006)
10	<b>End of year cultural activities</b>	<ul style="list-style-type: none"> <li>Discover the ways that Japanese people celebrate Christmas and New Year in Japan.</li> <li>Create some craft relating to these festivities.</li> </ul>	Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and

			difficult to transfer between languages (VCJAU018)
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