

Year 8 Japanese Overview Semester 2 2018

| Week | Unit                       | Learning Focus   | Sub-strand   |
|------|----------------------------|--|--|
| 1-2  | Significant sites in Japan | <ul style="list-style-type: none"> <li>• Identification of significant sites in Japan from a historical, geographical and cultural perspectives</li> <li>• Similarities and differences with sites of significance in Australia</li> </ul> | Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms (VCJAC005)  |
| 3    | Homestay Experience        | <ul style="list-style-type: none"> <li>• Communicating with Japanese Homestay students to enhance use of spoken Japanese</li> </ul>  | <p>Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation (<a href="#">VCJAU012</a>)</p> <p>Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants (<a href="#">VCJAU016</a>)</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 (<a href="#">VCJAU018</a>)</p> |
| 1-2  | Significant sites in Japan | <ul style="list-style-type: none"> <li>• Identification of significant sites in Japan – historically, geographically, and culturally</li> <li>• Similarities and differences with sites of significance in Australia</li> </ul>            | Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms (VCJAC005)  |
| 6-7  | My Family                  | <ul style="list-style-type: none"> <li>• Identifying the terms for my family &amp; your family members</li> <li>• Counting people</li> <li>• Asking and stating how many people are in your family</li> </ul>                              | <p>Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants (<a href="#">VCJAU016</a>)</p> <p>Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, and indicating quantity (<a href="#">VCJAU014</a>)</p> <p>Interact in classroom routines and exchanges such as asking and responding to questions, (<a href="#">VCJAC003</a>)</p>   |
| 8    |                            | <ul style="list-style-type: none"> <li>• Talking about family member's occupations and hobbies.</li> <li>• Asking and stating what activities family members are able and unable to do</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 (<a href="#">VCJAC008</a>)</p> <p>Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people (<a href="#">VCJAU014</a>)</p> <p>Interact with peers and the teacher to exchange information (<a href="#">VCJAC001</a>)</p>  |
| 9-10 |                            | <ul style="list-style-type: none"> <li>• Introducing your family – creation of a multi-media presentation about your own family incorporating all of the introduced vocabulary and grammar patterns</li> </ul>                             | <p>Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (<a href="#">VCJAU013</a>)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (<a href="#">VCJAU015</a>)</p> <p>Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions (<a href="#">VCJAU014</a>)</p>  |

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|---------------|---------------------|---|--|
|               |                     |   | <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 (<a href="#">VCJAC010</a>)</p> <p>Understand that the Japanese language both influences and is influenced by other languages and cultures (<a href="#">VCJAU017</a>)</p>  |
| Term 4<br>1-6 | Free Time           | <ul style="list-style-type: none"> <li>Talking about free time activities including hobbies and sports</li> <li>Stating when and where activities take place, with whom and how you get to locations</li> <li>Extending and accepting/declining an invitation to do something</li> <li>recognising commonly used words in Katakana</li> </ul> | <p>Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances (<a href="#">VCJAC002</a>)</p> <p>Locate key points of information in a range of texts and resources and use the information in new ways (<a href="#">VCJAC004</a>)</p> <p>Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms (<a href="#">VCJAC005</a>)</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 (<a href="#">VCJAU014</a>)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (<a href="#">VCJAU015</a>)</p> |
| 7-8           | Travelling to Japan | <p>Preparing for a successful travel experience.</p> <ul style="list-style-type: none"> <li>Useful Phrases</li> <li>Currency, conversions &amp; costs</li> <li>Food and Drink</li> <li>Souvenirs</li> </ul> <p>Culture: Japanese Stereotypes</p>  | <p>Locate key points of information in a range of texts and resources and use the information in new ways (<a href="#">VCJAC004</a>)</p> <p>Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining (<a href="#">VCJAC002</a>)</p>  |
| 8-9           | Travelling to Japan | <p>Preparing for a successful travel experience.</p> <ul style="list-style-type: none"> <li>Tourist attractions</li> <li>Navigating the subway, bus and train systems</li> </ul> <p>Culture: Japanese tourist attractions</p>   | <p>Locate key points of information in a range of texts and resources and use the information in new ways (<a href="#">VCJAC004</a>)</p>   |
| 10            | Travelling to Japan | <p>Creation of a 'Survival Guide to travelling in Japan' incorporating essential information for a successful visit</p>   | <p>Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions (<a href="#">VCJAC009</a>)</p> <p>Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms (<a href="#">VCJAC005</a>)</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 (<a href="#">VCJAC010</a>)</p>   |