

Year Level: 7**KLA: Languages****Subject: Japanese**

Week	Unit	Learning Focus	Victorian Curriculum
1-2	Introduction to Japanese Writing Systems	<p>To understand the importance of learning Japanese as a second language.</p> <p>To be able to distinguish between the three Japanese scripts: Hiragana, Katakana and Kanji.</p>	<p>Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (VCJAU013)</p> <p>Understand that the Japanese language both influences and is influenced by other languages and cultures (VCJAU017)</p>
3-5	Simple Introductions, Japanese Greetings and Classroom Instructions	<p>Introducing self and others</p> <p>Greeting others using appropriate greetings at different times of day.</p> <p>Use of Japanese gestures (including bowing)</p> <p>Responding appropriately to classroom instructions.</p>	<p>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 (VCJAC001)</p> <p>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)</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>
6-10	Hiragana	Recognition and writing of the 46 Hiragana characters.	Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation(VCJAU012)
11-18	Jikoshokai (extended self-introduction)	<p>Asking and responding to questions about:</p> <p>Age</p> <p>Year level</p> <p>Telephone numbers</p> <p>Nationality</p> <p>Town in which they live</p> <p>Likes and dislikes</p>	<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>Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions(VCJAC009)</p> <p>Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity (VCJAC011)</p> <p>Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation(VCJAU012)</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> <p>Understand that the Japanese language both influences and is influenced by other languages and cultures (VCJAU017)</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>
19-20	Distinctly Japanese Part 1	Exploration of aspects of traditional and contemporary Japanese culture.	<p>Locate key points of information in a range of texts and resources and use the information in new ways (VCJAC004)</p> <p>Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms (VCJAC005)</p> <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>
21-26	School	<p>Comparisons in structure between Japanese and Australian school systems Identifying subjects, days, lesson numbers and times.</p> <p>Describing feelings about subjects.</p> <p>Identifying, locating and borrowing common classroom items.</p>	<p>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 (VCJAC001) 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)</p> <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>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> <p>Understand that the Japanese language both influences and is influenced by other languages and cultures (VCJAU013)</p> <p>Develop understanding of the systematic nature of grammatical structures and features of Japanese used</p>

			<p>to perform particular functions, such as describing people, objects and places, and indicating quantity (<u>VCJAU014</u>)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (<u>VCJAU015</u>)</p> <p>Understand that the Japanese language both influences and is influenced by other languages and cultures (<u>VCJAU017</u>)</p>
27-32	Going Places	<p>Identifying places.</p> <p>Distinguishing between modes of transport.</p> <p>Stating seasons and months</p> <p>Extending and responding to an invitation.</p>	<p>Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms (<u>VCJAC005</u>)</p> <p>Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions (<u>VCJAC009</u>)</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 (<u>VCJAU014</u>)</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 (<u>VCJAU014</u>)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (<u>VCJAU015</u>)</p>
33-38	Pets	<p>Asking and stating what and how many pets you have.</p> <p>Distinguishing animal sounds (Japanese onomatopoeia).</p> <p>Describing pets.</p>	<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 (<u>VCJAC008</u>)</p> <p>Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions (<u>VCJAC009</u>)</p> <p>Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (<u>VCJAU013</u>)</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 (<u>VCJAU014</u>)</p> <p>Identify textual conventions of familiar spoken, written and multimodal types of texts (<u>VCJAU015</u>)</p>
39-40	Distinctly Japanese Part 2	<p>Exploration of aspects of traditional and contemporary Japanese culture.</p>	<p>Locate key points of information in a range of texts and resources and use the information in new ways(<u>VCJAC004</u>)</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 <u>(VCJAC006)</u>
--	--	--	---