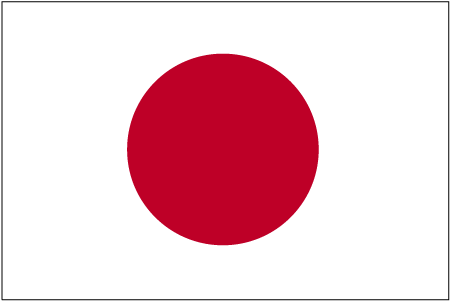
**2012 PROGRAM AND REGISTER for LOTE FACULTY**

**Stage 4 Year 7**

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**An Introduction to Japan &**

**The Japanese**

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| **CLASS** |  | **TEACHER** |  | **TEACHING PERIOD** |
|  |  |  |  | **Weeks 1-5** |

**UNIT OF WORK: Stage 4 – Year 7 – Term 1 – Japanese – An Introduction to Japan & the Japanese**

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| Unit Outline | | Unit Duration | |
| Introduction to Japan and the culture of its people | | 5 weeks (Weeks 1-5) | |
| Syllabus Outcomes | | Why does this learning matter? | |
| **Objectives – Using Languages (UL), Making Linguistic Connections (MLC), Moving Between Cultures (MBC)**  **4.MLC.1** demonstrates understanding of the importance of appropriate use of language in diverse contexts  **4.MBC.1** demonstrates understanding of the interdependence of language and culture  **4.MBC.2** demonstrates knowledge of key features of the culture of Japanese-speaking communities.  **4.UL.1** demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately  **4.UL.2** demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately  **4.UL.3** establishes and maintains communication in familiar situations  **4.UL.4** applies a range of linguistic structures to express own ideas in writing | | This unit is designed to develop students’ appreciation and understanding of learning another language. It will cover reasons for learning another language, why learn Japanese, the importance of a relationship with Asia and a brief introduction of the geography of Japan and the culture of its people.  Tasks and activities come from a variety of sources including textbooks, workbooks and digital programs. It is fundamental to language learning that students develop four skills – reading, writing, listening and speaking.  Catering for students at all levels has been considered. Some tasks and activities will be adjusted to suit the needs of individual students. Some students will require more challenging work than the majority of the class and some students will require less challenging work.  **Moving the middle to the top** | |
| Cross-Curriculum Content | | **ASSESSMENT** | |
| ICT, Civics and Citizenship, Difference and Diversity, Gender, Literacy, Multiculturalism, Environmental Education , | | **Cumulative homework (15%)** | |
| Literacy | Numeracy | ICT | Resources |
| Identifying of information through comprehension and cloze passages. | Counting 1-100 | Internet resources (Google Earth & Maps), SmartBoard activities | Worksheets/booklets  Flashcards  Posters  SmartBoard activities |

| **Students Learn About (throughout unit)** | **Students Learn To (throughout unit)** |
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| -the importance of prior knowledge in interpreting meaning in text  -the importance of understanding the intention of the speaker/s and the context in interpreting meaning  -ways to analyse text structure and locate relevant information in texts  -linguistic features of texts, such as conversations, interviews, messages, descriptions, narratives & correspondence  -the structures and features of specific text types in order to interpret key features of the text  -the purpose and context of communication and their influence on the choice of structure  -verbal and non-verbal links with a conversational partner  -manipulation of known structures for speaking and writing in new contexts  -ways of showing that the purpose of communication has been achieved  -the use of ICT for communicative purposes  -accessing resources and the organisation of  relevant structures and vocabulary when  planning and constructing text  -the importance of the logical development  of ideas in constructing text  -appropriate choices made to achieve  communication goals  -the importance of recognising audience in  communication  -specific grammatical concepts that operate  across languages  -metalanguage to describe the structures and  features of language  -ways to support effective communication  -culture-specific expressions  -specific patterns and rules in word construction, word order and sentence structure  -ways of conceptualising and representing patterns and systems in language  -diverse aspects of the writing system  -the significance of cultural awareness in language use and the influence of cultural values on how meaning is conveyed  -key features of social interactions in diverse contexts  -ways of identifying cultural values and practices in observing social interaction among members of the community  -ways in which language and behaviour reflect important aspects of the culture  -the importance of tradition to a sense of cultural identity and diversity within the culture  -representa  tions of the culture of Japanese speaking communities in text, film and mass media  -collecting and interpreting electronic information, with consideration of its ethical use, in order to identify and reflect on representations of culture | -deduce meaning from context and prior knowledge of subject matter when listening for main ideas and when reading for gist  -identify roles of and relationships between participants in text  -identify the purpose of texts and distinguish between the main ideas and supporting detail  -identify specific information, eg by identifying statements as true or false, answering questions in English or Japanese, choosing the correct word  -skim and scan text to predict meaning  -initiate an interaction, eg by greeting, asking a question, interjecting  -maintain social interactions and communicate appropriately in familiar contexts, eg turn-taking, agreeing, acknowledging, replying, and asking for repetition or clarification  -select and incorporate modelled structures when producing own texts  -conclude an interaction using verbal cues and leave taking  -produce original text using ICTs  -plan, draft and edit when constructing own text  -use available resources to access structures and vocabulary to build a message  -express ideas and provide additional details in a series of linked sentences, eg using connectives  -recognise linguistic choices made according to purpose, eg to instruct, request, suggest  -identify ways in which texts vary according to their intended audience, eg informality, tone of voice  -recognise that grammatical concepts serve particular functions and represent part of the systems of languages  -explore grammatical systems to appreciate how languages work, eg identify grammatical terms, word order, tenses  -identify ways in which stress, intonation and body language are used to convey meaning  -recognise that some words and concepts cannot be literally translated  -identify specific characteristics of the language, eg grammatical structures and features  -develop strategies for internalising new language and building on prior knowledge, eg mnemonic devices and communicative activities  -identify ways in which words can be written such as hiragana, katakana and kanji  -recognise that there are culturally appropriate expressions for particular contexts  -recognise how culturally appropriate language and behaviour are used in formal and informal contexts  -recognise the importance of culture and cultural awareness in learning a language  -identify actions, and words and phrases in the language that encapsulate aspects of culture  -identify and explain features of traditional and contemporary lifestyle  -identify generalisations about people and culture eg questioning stereotypes  -research and present information on Japanese-speaking communities using a range of ICTs |

| **Integrated learning experiences, instruction and assessment** | **Evidence of learning** | **Quality Teaching** | **Register** |
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| **WEEK 1:**  -Students create title page in exercise books (discuss with students the need to have one book throughout the entire year)  -Teacher discusses & writes class rules on board & students write in books  -Class discussion “why learn another language”/Teacher directed answers from Smartboard. Online websites.  **Students to create a group mind map/or group discussion with group leader to report back to class**  -Students label a blank map of the world & mark continents & oceans, concentrating on the location of Asia. Differentiate the difference between the northern and southern hemisphere and locate Australia & Japan  - Class discussion “why is Asia an important neighbour”/Teacher directed answers  -Students label blank map of Japan (from SmartBoard) with main islands, cities, landmarks & surrounding oceans  **Students to research Word Heritiage sites for homework**  - Students attempt “how much do you know about Japan” quiz  -Students read short comprehension & answer questions on Japan (geography and people)  -Introduce four writing systems of Japanese  Examples of all and allow students to practice each type of script  Worksheet  -Students learn how to write and say their name in Japanese (roomaji only)  **Introduce Katakana chart and have students devise their own name in syllables.**  **Week 2**  -Basic Greeting/Expressions: Hello (in person & on telephone), Good morning, Good evening, Good night, Goodbye, See you later, Please, Thank you, Excuse me  -Students write expressions in books in Roomaji  -Speaking Activity: Students practice expressions in pairs  -Expressions find-a-word & crossword worksheets  - Listening activity – students to listen to native speaker CD and answer accompanying worksheet (Hai 1)  **Students to be introduced to Hiragana script and begin learning of the lines. Hand out entire chart and worksheets.**  **Flashcards & writing booklets**  **Around-the-world-game**  **To be continued throughout the year**  -Introduce Japanese festivals and the importance of them across the calander year  Culture activity – seijin no hi  **Week 3**  -Counting system: Students learn how to count from 1-10, including Roomaji & Kanji symbols  -Around-the-world-game  -Banzai  -Worksheets  - Number creation (tens and units columns)  - Numbers 10-50  -Numbers 50-100  Culture activity - Setsubun  **Week 4**  Ogenki desu ka. Introduce students to grammar of how are you?  -Various responses: genki desu  Ma ma desu  Chotto  Kibun  Combine this grammar with greetings to begin conversation structure.  Culture activity – computer research exercise. (edmodo?) Research given places in Japan  **Assessment Task**  **Culture Quiz 20%**  **Week 5**  Students learn how to ask for and give their name to somebody.  -Onamae wa nan desu ka  \_\_\_\_\_\_\_\_\_ desu  Hai 1 – Listening & speaking activities  **Watashi/Boku no namae wa \_\_\_\_\_\_\_\_\_ desu.**  **The ability to introduce their friends. Kochira wa \_\_\_\_\_\_\_\_ desu**  Culture activity –  ***Homework Task: Japan: islands and cities word search (cumulative mark across semester – 20%)*** | Students have a healthy appreciation of the benefits of learning a LOTE  Students can identify & mark the location of Asia, Australia & Japan  Students understand the importance of Asia to Australia  Students know the number of islands in Japan, its Capital & important landmarks.  Pop quiz at end of unit  Students ability to identify the difference between the four scripts  Students ability to remember how to say and write their name in Japanese  Listening quiz Term 2  -Teacher roams class to ensure students are speaking Japanese  Teacher monitors students expression, pronunciation & intonation  Some students will struggle with listening skills (visual learners) whereas others will excel (aural learners)  **Weekly quizzes**  Students can identify and recite the numbers 1-100, from any given pattern  Students can give information on a city in Japan | Student self-regulation, High expectations,  Substantive communication  Connectedness  Cultural knowledge  Background knowledge  Cross curriculum  Substantive communication  Cultural knowledge  Student self-regulation  Cultural/background knowledge  Explicit quality criteria  Cultural knowledge  Metalanguage  Substantive communication  Explicit quality criteria  Metalanguage  Cultural knowledge  Numeracy  Metalanguage  Cross Curriculum  Cultural knowledge  Metalanguage  ICT  Metalanguage  Cultural knowledge |  |
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| **EVALUATION OF UNIT** | | | | | | | | | |
| **Teacher Evaluation** | | | | | | **Comments**  After you have taught the unit of work, record in this section your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit. | | | |
| How did the unit ‘rate’ in these areas? | | | j0079104 | j0079099 | j0079100 |
| Time allocated for topic | | |  |  |  |
| Student understanding of content | | |  |  |  |
| Opportunities for student reflection on learning | | |  |  |  |
| Suitability of resources | | |  |  |  |
| Variety of teaching strategies | | |  |  |  |
| Integration of Quality Teaching strategies | | |  |  |  |
| Integration of ICTs | | |  |  |  |
| Literacy strategies used | | |  |  |  |
| Numeracy strategies used | | |  |  |  |
| Literacy targets addressed | | |  |  |  |
| Numeracy targets addressed | | |  |  |  |
|  | | | | | | | | | |
| **Teacher’s signature:** | **Date:** | **Head Teacher’s signature:** | | | | | **Date:** | **Supervisor’s signature:** | **Date:** |