

日本語 NIHONGO



Konnichiwa! こんにちは!

We hope you had a happy and safe summer holiday!

In 2017 Japanese language at Mawson Lakes will again be using the Australian Curriculum (AC). The Australian Curriculum uses bands and achievement standards; which cover multiple year levels. For example, Reception (Foundation) - Year 2; Year 3 and 4 etc. An example of this is that by the end of Year 2 students will have achieved the whole achievement standard.

RECEPTION - 2

In term 1, students will be learning about themselves, their body parts and their family, using both vocabulary and grammar. By the end of the term students will be able to label body parts, identify themselves as part of a family, name their family members and how many people in their family. They will do this by:

- using visual, non-verbal and contextual supports such as pictures, gestures and facial expressions to make meaning of simple texts;
- mimicking Japanese pronunciation, intonation and rhythm through shared reading;
- identifying key 'family' related vocabulary such as names of family members and/or self, and demonstrate comprehension by drawing or labelling;
- matching, labelling and sorting characters, in hiragana as well as kanji;
- using expressions and gestures daily, interacting with others, including exchanging greetings and farewells, for example, おはようございます (ohayogozaimasu)、おはよう (ohayou)、こんにちは (konnichiwa)、さようなら (sayounara), thanking and apologising, for example, ありがとう (arigatou)、ごめなさい (gomenasai).

YEAR 3-4

In term 1, students will be learning about school in Japan. By the end of the term they will be able to read a short text in hiragana describing things in their school life. They will do this by:

- using supported modelled language, scaffolded examples and resources such as word lists

- responding to simple questions using short spoken statements, for example なに(nani);
- identifying specific items of information, such as facts about or key characteristics of school, when listening to or viewing texts such as short stories, role plays or video clips;
- using cues such as visual images and familiar vocabulary to assist comprehension;
- reading and writing some hiragana
- applying word order (subject-object-verb) in simple sentences;
- comprehending short written texts such as labels, signs and texts that use familiar and repetitive language
- translating simple texts using classroom resources such as charts or word lists
- understanding the role of particles, for example, が(ga); and how to create questions using the sentence-ending particle か

YEAR 5 - 6

In term 1, students will be learning about Japanese gardens. By the end of the term they will design and describe their own Japanese garden and respond to simple questions about their garden. They will do this by:

- asking and responding to questions in appropriate contexts using complete sentences and appropriate pronunciation, rhythm and intonation;
- reading and writing hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and some high-frequency kanji;
- locating specific information and some supporting details in a range of spoken, written and multimodal texts;
- structuring sentences using particles, for example, が(ga)、の(no); prepositions when writing

YEAR 7

In term 1, students will be learning about Japanese gardens. By the end of the term they will design and describe their own Japanese garden in detail and respond to questions about their garden. They will do this by:

- asking and responding to a range of questions (i.e.が すき です。 ga suki desu/ すき じゃないです。 suki j'anai desu; なに を みますか。 nani wo mimasuka, etc.) using both rehearsed and some spontaneous language;
- applying rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words;
- reading and writing hiragana, katakana, including elongated vowels, double consonants;
- locating, analysing and summarising information from a range of spoken, written and multimodal texts such as video clips;

- planning, drafting and presenting informative and imaginative texts with the support of modelled resources;
- translating from Japanese into English and vice versa;
- understand that the pronunciation of Katakana is the same as that of hiragana and that the pronunciation of borrowed words is influenced by the Japanese sound system.

Please feel free to contact us via the school or our emails:

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Regards,

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