

Trinity Bay State High School
Course Planner Term 2
Year 7 Japanese, Unit 2: School Life



Teachers: *Patrick Camp* (pcamp32@eq.edu.au); *Regan Stevenson* (rste85@eq.edu.au);
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| Week | Curriculum Intent | Formative Tasks & Summative Assessment |
|---------|--|---|
| Week 1 | Comparison of Schools in Japan & Australia <ul style="list-style-type: none"> Investigation into schools in Japan Discussing year levels in Japanese Compare school lives of Australian and Japanese students | |
| Week 2 | School subjects & Abilities <ul style="list-style-type: none"> Learn vocabulary for school subjects in Japanese Introduction to hiragana (Japanese alphabet) Responding to the question 'Are you good at _____?' Investigation into humility in Japan | |
| Week 3 | Likes & Dislikes, Days of the week <ul style="list-style-type: none"> Responding the question 'Do you like _____?' Reading and writing Kanji (characters) for days of the week | |
| Week 4 | Timetables <ul style="list-style-type: none"> Investigation of Japanese student timetables & club activities Responding to the questions 'Do you do _____?' and 'On [DAY] what do you do?' in Japanese. Compare Australian and Japanese student timetables | |
| Week 5 | Language about Language <ul style="list-style-type: none"> Discuss metalanguage 'Language about language' Use metalanguage to compare English and Japanese Weeks 1-4 Vocabulary Quiz | Formative Task: Vocabulary Quiz |
| Week 6 | Assessment Literacy <ul style="list-style-type: none"> Learn how to structure short and extended responses to exam questions Practice responding to exam style questions | |
| Week 7 | Revision <ul style="list-style-type: none"> Review and rehearsal of learned language features and cultural elements. | |
| Week 8 | Summative Assessment <ul style="list-style-type: none"> Students will complete a 50-minute written exam. Exam questions & answers will be in English | Summative Assessment: Combination Response Exam |
| Week 9 | Hiragana Activities: Week 1 <ul style="list-style-type: none"> Introduce the 46 hiragana base characters (Japanese alphabet) Learn how to use a hiragana chart for reading and writing in Japanese Learn how sound modifiers alter some hiragana | |
| Week 10 | Hiragana Activities: Week 2 <ul style="list-style-type: none"> Consolidations of Hiragana Week 1 How to write full sentences using Hiragana | Students to receive feedback on their work |



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Class: Year 8 Japanese

Teachers: Patrick Camp (pcamp32@eq.edu.au); Regan Stevenson (rsteve85@eq.edu.au); Campbell Tyson (ctyso0@eq.edu.au); Rebecca Wood (rwood368@eq.edu.au); Michelle Young (mfyou0@eq.edu.au)

| Term Week | Curriculum Intent for 'SOMETHING TO WEAR' Topic | Assessment/ Homework | Feedback |
|-----------|--|--|---|
| T2 Wk1 | WHAT ARE YOU WEARING? / WHAT DO YOU WEAR? <ul style="list-style-type: none"> 'Wearing/wear' Vocabulary かぶります、かけます、^き着ます、はきます、します、もちます Wearing/wear Sentence Pattern [PERSON] は [CLOTHING ITEM] を [VERB-ます] / [VERB-ています] | Homework to be set by Classroom Teacher | Course Planner |
| T2 Wk2 | WHAT DOES TRADITIONAL JAPANESE CLOTHING LOOK LIKE? <ul style="list-style-type: none"> Investigate types of Traditional Japanese clothing items WHAT'S THE OUTFIT LIKE? (DESCRIPTIONS) <ul style="list-style-type: none"> 2 types of adjectives (true and quasi) Adjectives before nouns in sentences [NOUN] [CLOTHING ITEM] を [VERB-ます] Linking adjectives true= ~くて ; quasi= ~で | Homework to be set by Classroom Teacher | |
| T2 Wk3 | WHAT'S THE OUTFIT LIKE? (COLOURS) <ul style="list-style-type: none"> Common colour vocabulary Putting colours in sentences in two different ways (before the clothes item & before 'desu') [COLOUR] の [CLOTHING]... / [CLOTHING] は [COLOUR] です] Using 2 colours in a sentence [COLOUR] と [COLOUR] | Checking of bookwork Homework to be set by Classroom Teacher | Feedback on bookwork |
| T2 Wk4 | WHAT ARE YOU WEARING THAT FOR? (REASONS - 2 WAYS) <ul style="list-style-type: none"> Places you will go to (vocabulary and pattern) [PLACE] に 行^いきます。だから... Because.... (adjective vocabulary and pattern, conjunctions) [REASON] から... Likes and dislikes [THING] が すき です / [THING] が すき じゃ ない です | Homework to be set by Classroom Teacher | |
| T2 Wk5 | TALKING ABOUT CLOTHES (PUTTING IT ALL TOGETHER) <ul style="list-style-type: none"> 'I think...' pattern [CLOTHING] は [ADJECTIVE] と おも います Introduction to Speaking Assessment | Homework to be set by Classroom Teacher | Speaking Assessment: TASK AND CRITERIA SHEET |
| T2 Wk6 | SPEAKING ASSESSMENT PREPARATION <ul style="list-style-type: none"> Clothing picture due | Clothing picture due | |

| | | | |
|-------------|--|----------------------------|----------------------------------|
| | <ul style="list-style-type: none"> • Possible questions for speaking exam (as per task sheet) • Drafting | | |
| T2 Wk7 | SPEAKING ASSESSMENT PREPARATION | Draft Due | |
| T2 Wk8 | SPEAKING EXAM PREPARATION <ul style="list-style-type: none"> • INTERJECTIONS あいづち はい・ええと・うん・ほんとうに・そうですか • MAINTAINING CONVERSATION わかりました・もう いちど いって ください・ もう いったい • SPEAKING PRACTICE | | |
| T2 Wk9 | SPEAKING EXAM: Discuss an outfit and respond to questions | Speaking Assessment | |
| T2 Wk 10 | Culture Week | | Feedback on speaking exam |



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Class: Year 9 Japanese

Teachers: Rebecca Wood (rwood368@eq.edu.au); Michelle Young (mfyou0@eq.edu.au)

| Term Week | Curriculum Intent for 'GOING PLACES' Topic Sequence of learning as per students' work book – 'Going Places' | Assessment/ Homework | Feedback x 2 |
|-------------|--|---|---------------------|
| T2 Wk1 | VERB CONJUGATIONS- 'TO GO' IN ALL ITS FORM (p.2-4) 行きます・行きません・行きました・行きたい・ 行きたくない・行きましょう KANJI: 日・本・行・私・見・買 (p.1) | Homework to be set by Classroom Teacher | Course Planner |
| T2 Wk2 | Going to a PLACE for a PURPOSE Pattern: PLACE へ PURPOSE に行きます • Vocabulary for PLACE, PURPOSE (as per workbook p.5) Describing PLACES (workbook p.6) [い-Adjective]+[NOUN] / [な-Adjective]な[NOUN] • Vocabulary for ADJECTIVES (as per workbooks) | Homework to be set by Classroom Teacher | |
| T2 Wk3 | Going to a Place for a PURPOSE Reviewing adjectives before nouns (p.7) Describing places with the place as the topic of the sentence Adjective Tenses (p.11) | Homework to be set by Classroom Teacher | |
| T2 Wk4 | Describing places with the place as the topic of the sentence Past tense and negative tense adjectives (continued) Revision Activities | Homework to be set by Classroom Teacher | |
| T2 Wk5 | Exam Revision (PACT) p.10 | Short Response Exam | |
| T2 Wk6 | General time vocabulary + MONTHS Kanji: 毎 昨 明 今 (p.8) Going to a PLACE for a PURPOSE at a TIME (p.9) TIME WORD (に) PLACE へ PURPOSE に行きます | Homework to be set by Classroom Teacher | |
| T2 Wk7 | Specific time vocabulary (Days of the week) (p12-13) Kanji: 月 火 水 木 金 土 日 Going to a place on a day (p.14) Going to a PLACE for a PURPOSE at a SPECIFIC TIME SPECIFIC TIME (に) PLACE へ PURPOSE に行きます | | Feedback on SR Exam |
| T2 Wk8 | Numbers Revision (p.15-18) Kanji: 一 二 三 四 五 六 七 八 九 十 時 分 半 午 後 前 Expressing the time (p.19) | Homework to be set by Classroom Teacher | |
| T2 Wk9 | Expressing time (p.20) | | |
| T2 Wk 10 | Revision Activities | | |



Class Course Planner – 2024 Semester 1 Term 2

Class: Year 10 Japanese

Teachers: Mr Timothy Smith (tjsmi1@eq.edu.au), Ms Michelle Young (mfyou0@eq.edu.au)

| Term Week | A SPRING TOUR OF JAPAN cont. - Curriculum Intent: | Assessment x 3 | Feedback x 3 |
|-----------|---|-------------------------------|----------------|
| T2 Wk1 | Revision of: Verb and Adjective Tenses ,て Form , Kanji Revise: A より Bの方がADJです。 ADJ から | | Course Planner |
| T2 Wk2 | <u>て form to LINK SENTENCES & to express AFTER DOING (～てから～)</u> <ul style="list-style-type: none"> Understand & practise using て form to link sentences Understand & practise expressing 'after doing' | | |
| T2 Wk3 | <u>Writing using the て form</u> <ul style="list-style-type: none"> Guided writing on grid paper about an excursion Open book writing test about a trip away or daily routine. | | |
| T2 Wk4 | <u>て form to express PLEASE & 'ING' (～てください& ～ています)</u> <ul style="list-style-type: none"> Understand & practise using 'please-' & '-ing' | | |
| T2 Wk5 | <u>て form to express PERMISSION (～てもいいです。～てはいけません。)</u> <ul style="list-style-type: none"> Understand & practise asking for, giving & not giving permission Continue practice –Combination ResponseTest next week | | |
| T2 Wk6 | <u>て form to express TRY doing something(～てみます。)</u> <ul style="list-style-type: none"> Understand & practise trying something | | |
| T2 Wk7 | <u>Expressing recommendations</u> <ul style="list-style-type: none"> Understand & practise using～た方がいいです。 Read about the excursion in Japanese | | |
| T2 Wk8 | <u>ASSESSMENT</u> | Extended Response Exam | |
| T2Wk9 | <u>Describing destinations</u> <ul style="list-style-type: none"> Learn/ review vocabulary for destinations & attractions Use adjectives (in all their forms including comparing) to describe destinations & attractions | | |
| T2Wk10 | YEAR 10 WORK EXPERIENCE | | |



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Class: 11 Japanese

Teachers: Timothy Smith (tjsmi1@eq.edu.au) ; Michelle Young (mfyou0@eq.edu.au)

| Term Week | Curriculum Intent for 'Lifestyle & Leisure' & 'Education' Topics | Assessment | Feedback |
|--|---|--------------------------|----------|
| T2Wk1 | Revise Term 1 Grammar Patterns FIA2 Assessment Requirements | Speaking preparations | |
| T2 Wk2 | OBLIGATIONS AROUND LEISURE AND SCHOOL Patterns: ~Vなければなりません (R) なくちゃ Vないといけない ~V STEM なさい。 Expressions - お邪魔 ^{じやま} します & しつれいします | Speaking preparations | |
| T2Wk3 | TRYING HARD AT SCHOOL (re-visited in U4) Patterns: making an effort V ようにする V ないようにする despite V のに not only but ~も~し、~も~し even though/no matter how どんなに~て/でも~ | Speaking preparations | |
| T2Wk4 | REVISION | | |
| T2 Wk5 | REVISION | | |
| T2 Wk6 | ASSESSMENT: EXTENDED RESPONSE – creating English & Japanese texts with Japanese stimulus ASSESSMENT: UNPREPARED RESPONSE STARTS - exchanging information & ideas in Japanese | Extended Response Exam | |
| T2 Wk 7 | ASSESSMENT: UNPREPARED RESPONSE - exchanging information & ideas in Japanese | Unprepared Response Exam | |
| UNIT 2: TRAVEL TECHNOLOGY & MEDIA | | | |
| T2 Wk8 | Describing new places Patterns: Large numbers (百、千、万、億) Nouns from adjectives-eg. 高さ Potential V れる・られる | | |
| T2 Wk9 | Experiencing new places & things Patterns: experience –N ははじめてです。 experience –V 事がある/ない。(事) decisions-V 事にする/きめる、N にする quantity- 多い/少ない/へらす/ふえる (多、少) | | |
| T2 Wk10 | Expressing when Patterns: time- N の時 ,adj 時,N のころ,adj のころ V 前に、V てから、past V 後で、V 間 (に)、V 時、 うちに、V ているところ、V stem ながら、 はじめる、おわる (前、後で、間、時) Counters for periods of time – 日間、週間、ヶ月、年間 | | |



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Teacher: Mr Timothy Smith (tjsmi1@eq.edu.au)

| Week | Curriculum Intent for 'Topic: Roles & Relationships' | Assessment | Feedback |
|---------|--|-----------------------------------|-----------------------|
| T2Wk1 | Combination response exam preparations | | Course Planner |
| T2 Wk2 | Combination response exam – Written | IA2 – Session 1 | |
| T2 Wk3 | Combination response exam – Spoken | IA2 – Session 2 | |
| | Curriculum Intent for 'Unit 4- my future plans' | | |
| T2 Wk4 | Vocabulary and grammar patterns for "future plans" | | |
| T2 Wk5 | Vocabulary and grammar patterns for "future plans" | | |
| T2 Wk6 | Film Analysis | | |
| T2 Wk7 | IA3 Extended response | | |
| T2 Wk8 | IA3 Extended response | | |
| T2 Wk9 | IA3 Extended response | | |
| T2 Wk10 | IA3 Extended response NOTE IA3 Extended response speaking – T3 Wk 2 DUE | IA3- Extended Response DUE | |