

Trinity Bay State High School

Course Planner Term 3

Year 7 Japanese, Unit 3: Celebrations



Teachers: *Patrick Camp* (pcamp32@eq.edu.au); *Regan Stevenson* (rstev85@eq.edu.au);
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Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	Introduction to the Japanese Calendar <ul style="list-style-type: none"> • Investigation into major celebrations on the Japanese calendar • Learn how to discuss the date in Japanese 	
Week 2	Describing when there are events & using basic verbs <ul style="list-style-type: none"> • Discuss when events take place in Japanese • Discuss what you will eat & see in Japanese • Learn vocabulary for foods & sights 	
Week 3	Describing doing things at a place <ul style="list-style-type: none"> • Discuss doing activities at places in Japanese • Learn vocabulary for places and activities • Review days of the week to talk about activities of specific days 	
Week 4	Birthdays and other Japanese celebrations <ul style="list-style-type: none"> • Responding to the question 'when is your birthday?' in Japanese. • In-depth investigation into a traditional Japanese event *Ensure the Japanese keyboard is installed on your student's devices prior to week 5.	
Week 5	Typing in Japanese <ul style="list-style-type: none"> • Learn how to type in Japanese on a computer • In-depth investigation into another traditional Japanese event 	Formative Task: Review Quiz
Week 6	What is a Multimodal Presentation? <ul style="list-style-type: none"> • Look at task requirements and exemplar of the multimodal presentation • Begin working on assessment, by selecting a special celebration 	Summative Assessment- Multimodal Presentation: Task Sheet handed out
Week 7	Drafting <ul style="list-style-type: none"> • In class students will be working on creating their invitations to their chosen celebration • They will also construct drafts of their scripts to accompany the presentations. 	Summative Assessment- Multimodal Presentation: Drafts due
Week 8	Finishing the Multimodal presentation <ul style="list-style-type: none"> • Students will continue working on and be submitting their multimodal presentations. 	Summative Assessment- Multimodal Presentation: Final Due
Week 9	Writing the Reflection <ul style="list-style-type: none"> • Once the presentations are submitted, students will reflect on why their chosen celebration is important to them, and will compare it to a Japanese celebration 	Summative Assessment- Multimodal Presentation: Part 2 reflection
Week 10	Feedback <ul style="list-style-type: none"> • Review & catchup work dependent on class 	Students to receive feedback on their work



Class Course Planner – 2024 Semester 2 Term 3

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Class: Year 8 Japanese

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Term 3 Week	Unit 3: No more Dodos	Assessment/ Homework	Feedback
T3 Wk1	<p>Introduction to 'No More Dodos' Unit :</p> <ul style="list-style-type: none"> What is an endangered animal? <p>Animal Names:</p> <ul style="list-style-type: none"> Vocabulary for common animal names 	<p><i>Introduction to Assessment</i></p> <p><i>Task: Animal Posters</i></p>	Course Planner
T3 Wk2	<p>Research:</p> <ul style="list-style-type: none"> Research chosen endangered animal to complete profile <p>Introduction: しょうかい</p> <ul style="list-style-type: none"> Learn sentence patterns for introducing an animal Revise adjectives from fashion unit, and learn new adjectives for describing animals. Construct DRAFT 'Introduction' section for Animal Poster <p>Sentence Pattern/s:</p> <ul style="list-style-type: none"> <input type="checkbox"/> This is the [ANIMAL] = <u>こちらは</u> [ANIMAL] です <input type="checkbox"/> It is <i>similar</i> to a [other ANIMAL] = [other ANIMAL] に <u>にて</u> います <input type="checkbox"/> I think the [ANIMAL] is [adj.] = [ANIMAL] は [adj.] と <u>おも</u>います 	<p>Research Profile due</p> <p>Draft for 'Introduction' Section due</p>	
T3 Wk3	<p>Habitats: ^す住むところ</p> <ul style="list-style-type: none"> Vocabulary for habitats Revise sentence pattern for living in a place Learn specific adjectives to describe an animal's habitat Use <u>time words</u> to express <i>when</i> your animal goes to their habitat Construct DRAFT Habitat section for Animal Poster <p>Sentence Pattern/s:</p> <ul style="list-style-type: none"> <input type="checkbox"/> [ANIMAL] <i>lives/doesn't live</i> in [HABITAT] = [ANIMAL] は [HABITAT] に すんで います/いません <input type="checkbox"/> [ANIMAL] <i>lives</i> in [COUNTRY]'S [HABITAT] = [ANIMAL] は [COUNTRY] の [HABITAT] に すんで います <input type="checkbox"/> The [HABITAT] is [adj.] = [HABITAT] は [adj.] です <input type="checkbox"/> At [TIME] [ANIMAL] goes to [PLACE] = [TIME] に [ANIMAL] は [PLACE] に 行きます 	<p>Draft for 'Habitat' Section due</p>	<p>Feedback on 'introduction' drafts</p>
T3 Wk4	<p>About the body: ^{からだ}体について</p> <ul style="list-style-type: none"> Vocabulary for body parts Learn sentence patterns for 'to have/ not have' 	<p>Draft for 'About the</p>	<p>Feedback on 'Habitat' drafts</p>

	<ul style="list-style-type: none"> Revise colours, for describing the colour or the animal. Learn specific adjectives for describing body parts Construct a DRAFT 'about the body' section for the Animal Poster, about the animals covering, and 2 other body parts. <p><i>Sentence Pattern/s:</i></p> <p><input type="checkbox"/> [ANIMAL] has [COLOUR] skin/ fur/ scales/ feathers = [ANIMAL] は [COLOUR] の ひふ/けがわ/うろこ/はね が あり ます</p> <p><input type="checkbox"/> [ANIMAL] has a [adj.] [BODY PART] = [ANIMAL] は [adj.] [BODY PART] が あります</p> <p><input type="checkbox"/> The [BODY PART] is [adj.] = [BODY PART] は [adj.] です</p>	body' Section due	
T3 Wk5	<p>Diet: たべもの</p> <ul style="list-style-type: none"> Learn vocabulary for Food/Diet Learn sentence patterns for – 'to eat/not eat' Construct a DRAFT 'diet' section for the Animal Poster <p><i>Sentence Pattern/s:</i></p> <p><input type="checkbox"/> [ANIMAL] eats [FOOD] = [ANIMAL] は [FOOD] を たべます</p> <p><input type="checkbox"/> [ANIMAL] doesn't eat [FOOD] = [ANIMAL] は [FOOD] を たべません</p>	Draft for 'Diet' Section due	Feedback on 'About the body' drafts
T3 Wk6	<p>Short Response Test:</p> <ul style="list-style-type: none"> Student will listen and read about animals and write short responses in ENGLISH <p>Causes of Endangerment: あぶないこと</p> <ul style="list-style-type: none"> Learn vocabulary for causes of endangerment Construct a DRAFT 'Causes for endangerment' section for the Animal Poster 		Feedback on 'Diet' Drafts
T3 Wk7	<p>Assessment- Extended Response:</p> <ul style="list-style-type: none"> Construct an informative poster about an endangered animal <p>Japanese Word Processing</p>		Feedback on 'Causes for endangerment' Drafts
T3 Wk8	<p>Assessment – Extended Response:</p> <ul style="list-style-type: none"> Construct an informative poster about an endangered animal 		
T3 Wk9	<p>Assessment – Extended Response:</p> <ul style="list-style-type: none"> Construct an informative poster about an endangered animal 	Extended Response: Animal Poster due	Grade and Comment
T3 Wk10	Feedback and looking forward		Feedback



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Class: Year 9 Japanese

Teachers: Michelle Komura (mkomu2@eq.edu.au); Regan Stevenson (rstev85@eq.edu.au); Michelle Young (mfyou0@eq.edu.au)

Term Week	Curriculum Intent for 'GOING PLACES' topic cont.	Assessment /Homework	Feedback
T3 Wk1	<p>Revision of GOING to a PLACE at a SPECIFIC TIME Learn FROM and UNTIL- Times and places</p> <p>Going to a PLACE by a TRANSPORT</p> <ul style="list-style-type: none"> Transport vocabulary <p><i>Sentence Pattern:</i> Going by TRANSPORT = TRANSPORT で 行きます。 KANJI: 車 自 転 電</p>	Homework to be distributed by classroom teacher	Course Planner
T3 Wk2	<p>Going to a PLACE with a PERSON</p> <ul style="list-style-type: none"> 'People' vocabulary <p><i>Sentence Pattern:</i> (Together) with a PERSON... = PERSON と (いっしょ に) ... Going to PLACE with a PERSON by TRANSPORT = PERSON と PLACE に TRANSPORT で 行きます。 KANJI (recognition):母 父 兄 姉 弟 妹 家族 友達 <i>Note: Cairns Show Holiday (Friday 19th of July)</i></p>	Homework to be distributed by classroom teacher	
T3 Wk3	<p>To DO something IN a PLACE Common Verbs (do, see, eat, drink, play, take a photo): します みます 食べます 飲みます 遊びます 取ります Using verbs to describe what actions you're doing <i>Sentence Pattern:</i> Doing an ACTIVITY/ACTION/OBJECT = ACTIVITY/ACTION/OBJECT を VERB Doing VERB at a PLACE = PLACE で VERB KANJI:見 食 飲 遊</p>	Homework to be distributed by classroom teacher	
T3 Wk4	<p>COMPARISONS</p> <ul style="list-style-type: none"> comparing nouns using adjectives Review common adjectives <p><i>Sentence Pattern:</i> A is more adjective than B = B より A の 方 が adjective です KANJI: 方</p>	Homework to be distributed by classroom teacher	
T3 Wk5	<p>Other Commonly Used Patterns to Describe PLACES</p> <ul style="list-style-type: none"> Learn grammar for describing what exists at a PLACE Learn grammar for describing what a PLACE is famous for <p><i>Sentence Pattern:</i> THING exists/doesn't exist in a place = THING が あります / ありません。 PLACE is famous for THING = PLACE は THING で 有名 です KANJI: 有 名</p>	Midterm Grammar QUIZ Homework to be distributed by classroom teacher	

	<i>Note: Year 9 into 10 Subject information day (Wednesday 7th of August)</i>		
T3 Wk6	<p>Assessment- MULTIMODAL PRESENTATION: Plan a day trip somewhere in Japan</p> <ul style="list-style-type: none"> • Explanation of assessment task • View 'A' exemplar • Receive task & planning sheets <p>Research:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose a destination for the day trip <input type="checkbox"/> Choose at least 3 activities or points of interest <input type="checkbox"/> Figure out transport between the activities 	Assessment Checkpoint 1: Planning	A exemplar, task sheet & criteria
T3 Wk7	<p>Assessment- MULTIMODAL PRESENTATION:</p> <ul style="list-style-type: none"> • Construct a DRAFT itinerary (with times, activities, and transport) • Construct DRAFT script for Multimodal Presentation <p><i>Note: YEAR 9 SET PLAN Interviews (19th – 21st of August)</i></p>	Assessment Checkpoint 2: DRAFT due	Draft comments
T3 Wk8	<p>Assessment- MULTIMODAL PRESENTATION: Complete Multimodal Presentation</p> <ul style="list-style-type: none"> • Write GOOD COPY script • Construct PowerPoint presentation with pictures • Narrate PowerPoint <p><i>Student Free Day (Friday, 30th of August)</i></p>	Assessment Checkpoint 3: Complete multimodal presentation due	Draft comments
T3 Wk9	<p>Assessment- MULTIMODAL PRESENTATION: Interviews SPEAKING COMPONENT</p> <ul style="list-style-type: none"> • Complete an interview with your teacher about your day trip 	Assessment Checkpoint 4: Complete an interview about your day trip	Results & Feedback
T3 Wk10	<p>Interview Catch-ups</p> <p>FEEDBACK</p>		



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Class: Year 10 Japanese

Term Week	Curriculum Intent for 'A SPRING TOUR OF JAPAN' topic cont.	Assessment x 3	Feedback x 3
T3 Wk1	Introduction of Assessment-A PowerPoint with voice record Continue with adjective review started last term (p.25)		
T3 Wk2	Expressing periods of time to travel to destinations on a tour of Japan (p27) Learn periods of time for hours and minutes and use to ask & answer about lengths of time to travel Kanji: 分、時間、		
T3 W3	Discussing items to take/wear when on a tour Learn katakana & other 'clothes' words specific for travelling. Learn 'wear' verbs and 'have', 'take' and 'bring' & how to use them in sentences (REASON から) THING を持って行きます・持って来ます	Kanji Diagnostic Test	
T3 Wk4	Introduction of Assessment-A PowerPoint with voice record Unpack assessment task using an A exemplar PowerPoint, task sheet and criteria grid. Other handy expressions for a tour/Assessment Review & practise other sentence patterns relevant to travel such as: Place に thing があります・ありません Thing は person に人気があります・ありません Place は thing で有名です。	Task / Criteria Decide on location and confirm with teacher.	
T3 Wk5	Assessment-A PowerPoint with voice record Research for own assessment Draft of language to be used to be submitted	Short Response Exam	
T3 Wk6	Assessment- PowerPoint with voice record Work on assessment	PowerPoint & Audio Due	
T3Wk7	Assessment Interviews	Speaking due	
	NEW UNIT – KEEPING IT CASUAL		
T3 Wk8	SPEAKING CASUALLY – plain past verbs & lists & if/when Patterns: * Plain past form of verbs * Doing things like (～たり～たり する) * If/when (～たら～)		
T3 Wk9	SPEAKING CASUALLY –experiences & plain negative verbs Patterns: * Have done (～た 事が ある/ない) * Negative form of verbs		
T3Wk10	SPEAKING CASUALLY –plain negative verb patterns Patterns: * Please don't (～ないで下さい。) * It's OK if you don't (～なくてもいいです。) * You shouldn't/I recommend you don't (～ない方がいいです。)		



Class Course Planner – 2024 Semester 2 Term 3

Class: 11 Japanese

Teachers: Michelle Young ([mfyou0@eq.edu.au](mailto:mfy00@eq.edu.au))

Term Week	Curriculum Intent for 'Travel' & 'Technology & Media' Topics	Assessment	Feedback
T3 Wk1	Revision of Term 1 PACT in Japanese in preparation of FIA3		
T3 Wk2	What others say about Japanese Culture Patterns: quoting V と言う、ときく、そうです。 according to- N によると～		
T3 Wk3	Stimulus 1 (script) distributed ASSESSMENT PREPARATION-multimodal presentation -Start Stimulus 1 (movie) -Friday Task sheet (Other 2 stimulus distributed)	Friday: Task hand out	
T3 Wk4	ASSESSMENT PREPARATION-multimodal presentation	Friday: Topic decided and which stimulus for which PACT	
T3 Wk5	ASSESSMENT PREPARATION-multimodal presentation	Friday: Draft due (Complete script of multimodal & 1 minutes of audio)	
T3 Wk6	ASSESSMENT-multimodal presentation EXTENDED RESPONSE –creating Japanese texts with Japanese stimulus	Multimodal due	
T3 Wk7	ASSESSMENT UNPREPARED RESPONSE- exchanging information & ideas in Japanese	Interviews start	
T3 Wk8	ASSESSMENT UNPREPARED RESPONSE- exchanging information & ideas in Japanese		
T3 Wk9	Patterns: N のよう way of doing something- ～かた (方)		
T3 Wk10	Describing Japanese Culture cont. Patterns: assumptions- V みたい、らしい、はずです、と思う appearance～そうです。		



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Class: 12 Japanese

Term Week	Curriculum Intent for Unit 4: My Future- 'Finishing Secondary School, Plans and Reflections' & 'Responsibility & Moving on' Topics	Homework: <i>To be supplied by classroom teacher</i> Assessment: x2	Feedback
T3 Wk1	Speaking Practice & Preparation		
T3 Wk2	ASSESSMENT PART 2 - UNPREPARED RESPONSE- exchanging information & ideas in Japanese	IA3 PART 2 INTERVIEWS	
T3 Wk3	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk4	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk5	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk6	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk7	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk8	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk9	MOCK EXTERNAL EXAM	MOCK EXTERNAL EXAM <i>tbc</i>	
T3 Wk10	ASSESSMENT FEEDBACK EXTERNAL ASSESSMENT REVIEW & REVISION		



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Class: 12 Japanese

Term Week	Curriculum Intent for Unit 4: My Future- 'Finishing Secondary School, Plans and Reflections' & 'Responsibility & Moving on' Topics	Homework: <i>To be supplied by classroom teacher</i> Assessment: x2	Feedback
T3 Wk1	Speaking Practice & Preparation		
T3 Wk2	ASSESSMENT PART 2 - UNPREPARED RESPONSE- exchanging information & ideas in Japanese	IA3 PART 2 INTERVIEWS	
T3 Wk3	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk4	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk5	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk6	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk7	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk8	EXTERNAL ASSESSMENT REVIEW & REVISION		
T3 Wk9	MOCK EXTERNAL EXAM	MOCK EXTERNAL EXAM <i>tbc</i>	
T3 Wk10	ASSESSMENT FEEDBACK EXTERNAL ASSESSMENT REVIEW & REVISION		