



Class Course Planner – 2024 Semester 2 Term 4

Trinity Bay SHS

Hoare Street

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www.trinitybayshs.eq.edu.au

Class: Year 8 Japanese

Teachers: Patrick Camp (pcamp32@eq.edu.au); Michelle Komura (mkomu2@eq.edu.au); Regan Stevenson (rstev85@eq.edu.au); Campbell Tyson (ctyso0@eq.edu.au); Michelle Young (mfyou0@eq.edu.au)

Term 4 Week	Unit 3: Mascots	Assessment/ Homework	Feedback
T4 Wk1	<p>Introduction to 'Yuru-Kyara' Unit :</p> <ul style="list-style-type: none"> Watch the video 'Why are Japanese mascots a thing?' Introduction to Assessment Task: Design your own mascot Read about what a 'Yuru-Kyara' is & the 'Yurukyara Grand Prix' <p>Read about some previous Yurukyara Grand Prix Winners</p> <p>Research:</p> <ul style="list-style-type: none"> Research an Australian City, Town or Landmark to design a mascot for Create a rough design of your Yurukyara for the competition. 	<p><i>Introduction to Assessment Task: Design your own mascot</i></p> <p>Rough Yurukyara design and selected City, Town, or Landmark due.</p>	Course Planner
T4 Wk2	<p>Introduction:</p> <ul style="list-style-type: none"> Revise sentence patterns for introducing someone or something. Revise adjectives and adjective rules for linking and negatives Learn how to describe where someone or something is from. <p><i>Sentence Pattern/s:</i></p> <p><input type="checkbox"/> This is the [Character] = <u>こちら</u> は [Character] です</p> <p>It comes from [PLACE] = [PLACE] ^{kara} <u>から</u> ^{kimasu} <u>来ます</u></p> <ul style="list-style-type: none"> Learn sentence structures for 'famous for' and 'looks like' Construct DRAFT 'Introduction' for Yurukyara speech <p><i>Sentence Pattern/s:</i></p> <p><input type="checkbox"/> [PLACE] is famous for [THING] =</p> <p>[PLACE] は [THING] ^{de} <u>で</u> ^{yuumei} <u>有名</u> です</p> <p><input type="checkbox"/> [Character] looks like a [THING] =</p> <p>[Character] は [THING] ^{mitai} <u>みたい</u> です</p>	Draft for 'Introduction' due	Feedback on 'Introduction' drafts
T4 Wk3	<p>Body Paragraph 1: Physical description</p> <ul style="list-style-type: none"> Revise vocabulary for body parts Revise adjectives and adjective rules for linking and negatives Revise sentence patterns for 'to have/ not have' Revise colours, for describing the colour of the character. <p>Body Paragraph 1: Physical description</p> <ul style="list-style-type: none"> Construct DRAFT 'Body Paragraph 1' for Yurukyara speech <p><i>Sentence Pattern/s:</i></p> <ul style="list-style-type: none"> [Character] has [COLOUR] [BODY PART] = [Character] は [COLOUR] の [BODY PART] があります [Character] has a [adj.] [BODY PART] = 	Draft for 'Body Paragraph 1: Physical description' due	Feedback on 'Body Paragraph 1: Physical description' drafts

	<p>[Character] は [adj.] [BODY PART] が あります</p> <ul style="list-style-type: none"> • The [Character]'s [BODY PART] is [adj.] = <p>[Character] の [BODY PART] は [adj.] です</p>		
T4 Wk4	<p>Body Paragraph 2: Clothing and Accessories</p> <ul style="list-style-type: none"> • Learn vocabulary for clothing • Learn verbs patterns for 'to wear' & 'to hold' • Learn new vocabulary for more accessories. <p>Body Paragraph 2: Clothing and Accessories</p> <ul style="list-style-type: none"> • Construct DRAFT 'Body Paragraph 2' for Yurukyara speech <p><i>Sentence Pattern/s:</i></p> <ul style="list-style-type: none"> • [Character] is wearing [COLOUR] [CLOTHING/ ACCESSORY] = [Character] は [COLOUR] の [CLOTHING/ACCESSORY] を [VERB] • [Character] is wearing [ADJECTIVE] [CLOTHING/ ACCESSORY] = [Character] は [ADJECTIVE] [CLOTHING/ACCESSORY] を [VERB] • The [Character]'s [CLOTHING/ ACCESSORY] is [adj./ COLOUR] = [Character] の [CLOTHING/ ACCESSORY] は [adj./ COLOUR] です 	Draft for 'Body Paragraph 2: Clothing and Accessories' due	Feedback on 'Body Paragraph 2: Clothing and Accessories' drafts
T4 Wk5	<p>Conclusion:</p> <ul style="list-style-type: none"> • Revise likes and dislikes • Revise verbs patterns for 'to think' • Construct DRAFT 'Conclusion for Yurukyara speech <p><i>Sentence Pattern/s:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> [Character] [likes/dislikes] [ACTIVITY] = [Character] は [ACTIVITY] が [Likes/Dislikes] です。 <input type="checkbox"/> I think [Character] is [adjective] = [わたし・ぼく] は [Character] が [Adjective] と 思います <p>Revision for Short Response Test:</p> <ul style="list-style-type: none"> • Revise all learned Grammar to answer short response questions about Yurukyara 	Draft for 'Conclusion' due	Feedback on 'Conclusion' drafts
T4 Wk6	<p>Revision for Short Response Test:</p> <ul style="list-style-type: none"> • Revise all learned Grammar to answer short response questions about Yurukyara <p>Short Response Test: Student will listen and read about Yurukyara and write short responses in ENGLISH</p>	Short Response exam: Reading and Listening	
T4 Wk7	Extended Response: Create and introduce a Yurukyara for an Australian City, Town or Landmark.		
T4 Wk8	Assessment- Extended Response: Introductory Speeches Perform your introductory speech for your designed Yurukyara	Yurukyara Poster due. Speeches start.	
T4 Wk9	Assessment- Extended Response: Introductory Speeches Perform your introductory speech for your designed Yurukyara		
T4 Wk10	End of year Activities - Christmas vs Shougatsu		
T4 Wk11	End of year Activities- Nengajou		



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Class: Year 9 Japanese

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Term Week	Curriculum Intent for 'EATING OUT' Topic	Assessment	Feedback
T4 Wk1	Introduction to Japanese Restaurants (p2) At A Japanese Restaurant – Part 1 (pp3-4) Dialogue & Cultural Notes Japan Foundation Furoshiki Workshop		Course Planner, Task & Criteria Sheet
T4 Wk2	Food Kanji (p5-6) Learn Useful Kanji for reading & writing about food: 食・飲・美・味 Describing Food (p7-8) Learn Adjectives For Food & Review Usage Rules		
T4 Wk3	At A Japanese Restaurant – Part 2 (pp11-12) Dialogue & Cultural Notes Excursion preparation		
T4 Wk4	SunPacific College Excursion Numbers – Discussing Prices Large numbers (pp13-14) Japanese Money (p15) and Asking for & Giving prices (p16)		
T4 Wk5	Numbers – Quantities Counting systems in Japanese (p17) Ordering with Counters (p18) At A Japanese Restaurant – Part 3 (pp19-20) Dialogue & Cultural Notes		
T3 Wk6	Extended Response preparations Extended Response Exam	Extended Response Assessment	
T4 Wk7	Review of Language Studied To Date Restaurant Yukari Task (pp21-22)		
T4 Wk8	Short Response Preparations		
T4 Wk9	Assessment	Short Response Test	
T4 Wk10	Write a letter to a penpal.		
T4 Wk11	Cultural Activities		



Class Course Planner – 2024 Semester 2

Term 4

Class: 10 Japanese

Teachers: Michelle Young ([mfyou0@eq.edu.au](mailto:mfy00@eq.edu.au)) Robert Gregory (rgreg31@eq.edu.au)

Term Week	Curriculum Intent for 'Keeping It Casual' cont.	Assessment	Feedback
T4Wk1	Review of: ～たり～たり する, ～たら, ～た 事が ある/ない Negative form of verbs → Plain Negative Form of Verbs Patterns: <ul style="list-style-type: none"> 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) Weekly Kanji Homework: 読む・飲む・着る/着く・話す・楽しむ・聞く		Course Planner
T4Wk2	Plain form of verbs and expressing opinions Patterns: <ul style="list-style-type: none"> Plain (dictionary) form of verbs and adjectives Opinion (～と 思う。) Weekly Kanji Homework: 買う・教える・書く・勉強する・帰る・乗る・持つ	Kanji Quiz 1	
T4Wk3	Giving reasons & expressing 'although' Patterns: <ul style="list-style-type: none"> Because/so (～から～) But/although (～けど～) Weekly Kanji Homework: 思う・食べる・分かる・待つ・住む・見る・知る・走る	Kanji Quiz 2	
T4Wk4	Expressing intention & probability Patterns: <ul style="list-style-type: none"> I intend (～つもりだ) Probably/Perhaps (かもしれない) Weekly Kanji Homework: 来る・言う・行く・休む・出る・入る・出来る・立つ	Kanji Quiz 3	
T4Wk5	Revision and PACT in Japanese	Kanji Quiz 4	
T4Wk6	Revision and PACT in Japanese		
T4Wk7	REVISION/ASSESSMENT	Combination Response EXAM	
T4 Wk8	FEEDBACK AND CULTURAL ACTIVITIES		Achievement Ladder



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Class: 11 Japanese

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Term Week	Curriculum Intent for 'The Contribution of Japanese Culture to the World' Topic	Assessment x 3	Feedback x 3
T2Wk1	Term 3 Grammar Revisions Japanese Eras - 江戸、明治、大正、昭和、平成、時代 <i>Kings Birthday Public holiday</i>		
T2 Wk2	Preparation for assessment		
T2Wk3	ASSESSMENT- mock external examination Combination Response Short response – analysing Japanese text in Japanese and English Extended response - creating Japanese texts with Japanese stimulus		
	Curriculum Intent for Unit 3 - Our Society Topic 1: Roles and Relationships		
T2Wk4	Traditional & Contemporary Family Units in Japan KANJI AS PER UNIT KANJI LIST		
T2 Wk5	- V-potential ように／ないように (In order to/So as to) - Justifying- のです、んです - Expressions- (お)ひさしぶり - Family lives & relationships in contemporary		
T2 Wk6	Japan KANJI AS PER UNIT KANJI LIST		
T2 Wk7	IA1 Exam Preparations		
T2 Wk8	IA1 Exam Preparations Holiday Homework		



Class Course Planner – 2024 Semester 2 Term 4

Class: 12 Japanese

Teachers: Mr Robert Gregory (regreg31@eq.edu.au)

Term Week	Curriculum Intent for 'Finishing Secondary School, plans and reflections' & 'Responsibilities and Moving on' Topics	Assessment x 1	Feedback nil
T4 Wk1	EXTERNAL ASSESSMENT REVIEW & REVISION (Attendance Mandatory)		
T4 Wk2	EXTERNAL ASSESSMENT REVIEW & REVISION (Attendance Mandatory)		
T4 Wk3	EXTERNAL ASSESSMENT REVIEW & REVISION (Attendance Mandatory)		
T4 Wk4	EXTERNAL ASSESSMENT REVIEW & REVISION (Attendance Optional, but highly recommended)		
T4 Wk5	EXTERNAL ASSESSMENT REVIEW & REVISION (Attendance Optional, but highly recommended)		
T4 Wk6	EXTERNAL ASSESSMENT	<i>External Exam TBD by QCAA</i>	
T4 Wk7	EXTERNAL ASSESSMENT		

Trinity Bay State High School
Course Planner Term 3
Year 7 Japanese, Unit 4: Sports and
Leisure



Teachers: Patrick Camp (pcamp32@eq.edu.au); Regan Stevenson (rstev85@eq.edu.au);
 Campbell Tyson (ctyso0@eq.edu.au)

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	Introduction to the Japanese Sports <ul style="list-style-type: none"> Investigation into traditional and popular sports in Japan. Develop sport and leisure vocabulary 	
Week 2	Likes and actions <ul style="list-style-type: none"> Discuss what sport and leisure activities that are liked or disliked. Use the verbs for 'do' and 'watch' Investigate the structure of a Japanese personal letter 	Portfolio Task 1
Week 3	Can and can't do <ul style="list-style-type: none"> Use the words for 'can do' and 'can't do' Revise days of the week Use adverbs for 'very', 'not very' and 'absolutely not' 	
Week 4	Listening practice <ul style="list-style-type: none"> Revise vocabulary for family. Complete listening exercises 	Portfolio Task 2
Week 5	Listening practice <ul style="list-style-type: none"> Revise vocabulary for strengths and weaknesses Complete listening exercises 	Formative Task: Review Quiz Portfolio Task 3
Week 6	Joining ideas <ul style="list-style-type: none"> Join ideas in a sentence using particles Join sentences using conjunctions 	
Week 7	Portfolio <ul style="list-style-type: none"> Revise likes and dislikes Complete a portfolio exercise and edit previous entries 	Portfolio Task 4
Week 8	Portfolio Evaluation <ul style="list-style-type: none"> Personal and/or peer investigation of portfolio entries Complete a portfolio exercise and write final version of previous entries Class specific revision 	Portfolio Task 5
Week 9	Portfolio <ul style="list-style-type: none"> Complete portfolio task Edit portfolio entries 	Portfolio Task 6
Week 10	Feedback <ul style="list-style-type: none"> Review & catchup work dependent on class 	Students to receive feedback on their work