

Year (A) 5 and 6 Japanese

Achievement

The aim of this course is for students to be able to use Japanese language to investigate issues, solve problems and complete projects that are meaningful to themselves and related to their lives and the world around them. Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are adapted from the band plan for years 5 and 6.

By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share and convey information. They ask and respond to questions applying learned vocabulary to meaningful interactions, asking for clarification and assistance, negotiating turn-taking and following instructions. They extend their investigations by using conjunctions and show concern for, and interest in, others by making enquiries.

Students will use Romanised Japanese and will be exposed to a range of kana texts, including hiragana, katakana and high-frequency kanji. Students create connected texts of a few sentences using particles and applying the rules of punctuation when writing.

Students translate familiar texts, recognising formulaic expressions and language. They comment on similarities and differences in a range of investigative contexts and give examples of ways in which languages can effect change over time.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts.
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts.

Delivery (mode, time requirements, lessons)

Students can access two scheduled lessons each week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via the Cairns SDE online learning platform. Students are encouraged to undertake independent study through the Cairns SDE online learning platform.

Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, exercise book, stationery.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment		
Semester 1	Term 1	<p>Unit 1: Me, Myself and I In this unit, students will use Japanese to investigate and communicate about their own sense of self and things that are important to them. Topics covered will include age, likes and dislikes, where I live (and how this affects our lives). Students will compare the hobbies and interests of Australian and Japanese children, as well as looking at how regionality affects the way we live.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Compilation Assessment (investigative booklet)
	Term 2	<p>Unit 2: Friends and Family In this unit, students will use Japanese to discuss the people that are important in their lives. Students will discuss what makes a good friend and how they can foster positive relationships among their peers. They will also recognise the relationships that are important to them and express gratitude.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Multimodal assessment – gratitude project (may be audio-visual or written, depending on school situation)
Semester 2	Term 3	<p>Unit 3: My Place In this unit, students will compare housing in Australia and Japan. They will provide examples of how languages change over time and are influenced by other languages and cultures. Additionally, they will identify words borrowed from other languages that are used in Japanese and explore how the form and meaning of these borrowed words can change when integrated into the Japanese language.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Listening Assessment Task • Reading Assessment Task
	Term 4	<p>Unit 4: All about me In this unit, students will revisit the concepts of personal identity and belonging through their own individual interests. They will engage in discussions about their lives, families, and homes, as well as describe significant people and places that have shaped their identities and sense of belonging. This approach encourages personal reflection and connection to the concepts being studied.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Multimodal Task

Disclaimer All of the above information is accurate at the time of development.