

# Yr 11 Ab Initio Japanese Term 2

<b>Teacher(s)</b>	Leoni Nipperess	<b>Subject group and course</b>	Language acquisition: Japanese		
<b>Course Part</b>		<b>DP Year 1 or 2</b>	DP1	<b>Dates</b>	W2 April (11 weeks)

## INQUIRY: establishing purpose of the unit

Group/Course Aims (from DP subject guide)	Assessment Objectives (from DP subject guide)
<ul style="list-style-type: none"> <li>• Develop students' intercultural understanding</li> <li>• Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes</li> <li>• Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures</li> <li>• Develop students' awareness of the role of language in relation to other areas of knowledge</li> <li>• Develop students' awareness of the relationship between the languages and cultures with which they are familiar</li> <li>• Provide students with a basis for further study, work and leisure through the use of an additional language</li> <li>• Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language</li> </ul>	<p><b>demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics</b></p> <p><b>communicate clearly and effectively in a range of situations</b></p> <p><b>understand and use accurately the basic structures of the language</b></p> <p><b>understand and use an appropriate range of vocabulary</b></p> <p><b>use a register and a format that are appropriate to the situation</b></p>
<h3>Essential understandings</h3>	
<p>By the end of this unit, students will be able to: express themselves in a range of practical situations (spoken language), written situations (specific writing tasks) and be able to understand more complex texts in target language. They would have consolidated their knowledge of two main topics: School and Student Exchanges. They would have increased their knowledge on the subtopics of introducing people, times, descriptions, daily routine, schooling &amp; after school activities. They will be more knowledgeable about similarities and differences between their culture &amp; Japanese culture. They will have acquired practical skills that can use in a real situation through unprepared role-plays using authentic material. Recycling, reviewing and consolidating of all previous learning is ongoing. Opportunities will be encouraged to use ICT in lesson time, and as homework &amp; extension work.</p>	

## Syllabus (from DP subject guide)

### LANGUAGE ACQUISITION

- Receptive skills
- Productive skills
- Interactive skills
- Vocabulary
- Grammatical structures
- Register
- Pronunciation
- Intonation

### THEMES

#### Individual and society:

- Daily routines
- Education
- Personal details, appearance and character

#### Leisure and work:

- Employment
- Sport

### TEXTS

- Article from journal, magazine
- Blog
- Diary
- Email
- Interview
- Letter: informal
- Message
- Note
- Notice
- Report
- Review
- Timetable
- Web page

## Inquiry questions

**Skills-based** How can students explain the differences and similarities between aspects of Japanese and Australian culture in Japanese in their Written Assignment.

**Skills-based** How can students interpret why these similarities and differences exist between Japanese and Australian culture?

**Skills-based** Can students interpret articles and authentic materials in Japanese about schooling and education?

**Content-based** How is the education system set in Japan?

**Content-based** How do we explain the advantages and disadvantages of both Japanese and Australian education systems in Japanese?

**Content-based** What are some key terms and concepts associated with schooling and education in Japan?

**Content-based** How do we explain the differences and similarities between Australian and Japanese school systems in Japanese?

**Debatable** Explain and justify which education system you believe is more beneficial for students considering a variety of aspects.

## Approaches to learning (ATL)



**Thinking**



**Social**



**Communication**



**Self management**



**Research**

ATL coverage details and notes:

### Thinking

Students will learn to compare Japanese language and culture, to what they know, to the language and culture to which they are most familiar. This will be encouraged by exposing students to both inductive and deductive reasoning, and the implications of it when acquiring new knowledge. Students will be taught to recognise the different relationships between information and how these patterns can help them to use and retain the information.

### Social

Students will be encouraged to be patient and supportive with each other as they make mistakes and struggle at times to communicate their ideas in the new language. By sharing their new knowledge and experiences they can help each other learn. This will be reinforced by peer marking, whole class marking, celebrating success, understanding that each student is better at certain skills, and being aware of differentiation. Students will gain knowledge and understanding of Japanese language and culture through real-life situations and experiences. They will be encouraged to be effective communicators, using their Japanese language skills to communicate with their peers, teachers, and native speakers.

They will discuss and reflect on the differences and similarities between Australian culture and Japanese culture. Thus developing a greater understanding of their own culture through the study of another language and culture. They will be encouraged to see the world as a Global community and strive to establish lasting friendships and communication networks.

### Communication

Students will be practicing communicating with each other in Japanese with associated customs and gestures through pairs, small group and whole class mingle activities. Communication in Japanese in the classroom will be encouraged. English will be used on occasions when students have not acquired the specific Japanese skills to understand and be able to communicate effectively. Students will be encouraged to read without needing to revert to a dictionary, speaking and listening without understanding or knowing all the words, using body language and context as a reference. When clarification might be needed, the students will be encouraged to help each

other in translating/ sharing the general idea. Students will be encouraged to organise their ideas & notes taking into word families, synonyms, antonyms, and sentence patterns, more than mere translations into their own language.

### Self Mangement

Students will be taught to carefully evaluate and reflect on their own learning and experiences. They will recognise and understand their own qualities and limitations in order to be able to contribute to their own learning and personal development. Students will learn to become more autonomous in their language learning, not necessarily depending on the teacher input, driving their own (intrinsic) motivation.

### Research

Students will work with each other closely and will respect others' views and efforts to use and develop their Japanese language. As they become more knowledgeable about Japanese language and culture, students will be able to make comparisons with Australia and become more open-minded and informed about the global community in which they live. The students will be given opportunities to become effective communicators and to develop independent learning and research techniques. They will be encouraged to think about the world in which they live and to develop an empathy for those around them. The students will complete homework/ classwork & extension work and their Written Assignment. Plagiarism will be checked upon and discouraged.

### Language and learning

### ToK Connections

### CAS Connections

- Activating background knowledge
- Scaffolding learning
- Extending language
- Affirming identity

- Personal and shared knowledge
- Ways of knowing
- Areas of knowledge
- The knowledge framework

- Activity
- Service

Details:

**TOK will be embedded in the practice of teaching & learning, and it will be highlighted explicitly to students. Some of the possible questions can be:**

- The concept of intercultural understanding means the ability to demonstrate an understanding of cultural diversity and/or similarity between the target culture(s) and one's own. To what extent is this definition true?
- How is the meaning of what is said affected by silences and omissions, pace, tone of voice and bodily movement? How might these factors be influenced in turn by the social or cultural context? (eg: roleplays)
- What is the role of language in sustaining relationships of authority? Do people speak the same way to inferiors and superiors in a hierarchy? Does

Details:

In conjunction with our study of Education, students will be encouraged to find ways to improve school life in our school. Students may also want to initiate club activities to mirror the Japanese way.

the professional authority speak in the same way as the person seeking opinion or advice? Can control of written language create or reinforce power? (eg; roleplays; formal letters; informal letters or texts)

- How does the technological change affect the way language is used and the way communication takes place? How innovations in language, such as Internet chat or messaging, might be assessed: as contributions to or assaults against how language and communication “should be”?

## Learner Profile

### Inquirers

Students will develop a natural curiosity: acquire skills to be able to instigate and carry out investigation & demonstrate independence in learning. They will be encouraged to seek answers, to refine and extend their language acquisition by the use of language learning websites, ICT and their interaction with native speakers.

### Knowledgeable

The students will explore concepts, ideas and questions of local and international importance and in doing so, acquire knowledge and deepen their understanding of a wide range of subject areas including, the environment, health, and community issues.

They will be given the opportunity to research a cultural aspect in the syllabus that has been of interest to them and complete their written assignment.

### Thinkers

Students will take initiative and apply their intellectual skills in a critical and creative manner to recognise and approach complex problems and to make reasoned and ethical decisions

Students will be encouraged to use ICT and different graphic organisers to demonstrate their ideas/findings or verify their knowledge (Venn diagrams; Mind map tools, sequence graphs or comparing tables). The use of colour coded notes will also be encouraged.

### Communicators

Students will learn to understand and express ideas and information confidently in Japanese. They will be well placed and willing to work with others and do so efficiently through pair work, group work and whole class activities. They will be encouraged not to give up and to try to deduce meaning and look for

## International Mindedness

### Describe how this unit will enable students to engage with an issue of global importance and/or analyse an issue from different cultural perspectives.

As students become more **knowledgeable** about Japanese language and culture, they are able to make comparisons with Australia and become more **open-minded** and informed about the global community in which they live. The unit strives to give students the opportunities to become effective communicators and to develop independent learning and research techniques. They are encouraged to think about the world in which they live and to develop an empathy for those around them. The students are encouraged to discuss and reflect on the differences and similarities between Australian culture and Japanese culture. Thus developing a greater understanding of their own culture through the study of another language and culture.

understanding. Building resilience will help students to communicate in a foreign language and culture.

### **Principled**

Students will act with integrity and honesty and take responsibility for their own action actions and the consequences which accompany them.

### **Open-minded**

By learning about Japanese language and culture, students will understand and appreciate their own language, culture and personal history. They will broaden their perspectives, learning to value the traditions of other people and communities. They will appreciate different points of view and be disposed to learning from the experience.

### **Caring**

The students will be encouraged to think about the world in which they live and to develop an empathy for those around them. The students will be encouraged to discuss and reflect on the differences and similarities between Australian culture and Japanese culture. Thus developing a greater understanding of their own culture through the study of another language and culture.

It is hoped that students will show empathy, sensitivity and respect for the needs and feelings of others and be personally committed to helping others and act with the purpose of positively, influencing the lives of other people and the environment.

### **Risk-takers (Courageous)**

Students will be able to tackle unknown situations with sensible attitude and determination: independent spirit allows them to explore new roles, ideas and strategies. Defend what they believe in with eloquence and courage.

Students will take risks every time they attempt to express themselves in Japanese, being prepared to make mistakes and not getting things right the first time, strengthening their tolerance and purpose of error.

### **Reflective**

Students will carefully evaluate their own learning and experiences. They will be encouraged to reflect on their learning, recognising and understanding their strenghts and weakness and how they can use this knowledge to improve their learning outcomes.

## **Assessments**

### **Internal Assessment**

#### **Individual oral**

- A: Productive skills

**What summative assessment will be used in this unit?**

<ul style="list-style-type: none"> <li>• B: Interactive and receptive skills</li> </ul> <p><b>External Assessment</b></p> <p><b>Paper 1: Receptive skills</b></p> <ul style="list-style-type: none"> <li>• Text-handling exercises</li> </ul> <p><b>Paper 2: Productive skills. Section A: Short writing task</b></p> <ul style="list-style-type: none"> <li>• A: Language</li> <li>• B: Message</li> <li>• C: Format</li> </ul> <p><b>Paper 2: Productive skills. Section B: Extended writing task</b></p> <ul style="list-style-type: none"> <li>• A: Language</li> <li>• B: Message</li> <li>• C: Format</li> </ul> <p><b>Written assignment: Receptive and productive skills</b></p> <ul style="list-style-type: none"> <li>• A: Description</li> <li>• B: Comparison</li> <li>• C: Reflection question 1</li> <li>• D: Reflection question 2</li> <li>• E: Reflection question 3</li> <li>• F: Language</li> <li>• G: Formal requirements and register</li> </ul>	<p>Students' reading and writing skills will be assessed formally towards the end of the term</p> <p>Students' speaking skills will be formally assessed in the format of a role-play and/ or response to stimulus</p> <p><b>What formative assessment will be used in this unit?</b></p> <p>Students will be assessed informally during class activities &amp; marking of homework</p> <p>Students will be assessed informally by vocabulary/ key phrases cumulative tests, when possible</p> <p>Students will be assessed informally by their participation and contribution in class in reading, writing, listening and speaking activities and the marking of homework</p> <p><b>How will students show understanding? And what will constitute acceptable evidence of understanding?</b></p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• describe, exchange information about one's school</li> <li>• respond to interview questions</li> <li>• read and write an article for the school newspaper (interview, review, etc.)</li> <li>• read and write a comparison of school in Japan and Australia</li> <li>• read and write a letter about schools</li> <li>• read and write a diary entry</li> <li>• read and write a report on a school event</li> </ul> <p><b>Describe the process for standardization of marking and moderation?</b></p> <p>Consultation with other Language staff</p> <p><b>Which assessment criteria will be used?</b></p> <p>Assessment criteria for each paper as prescribed in the Japanese ab initio syllabus document</p>
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**ACTION: teaching and learning through inquiry**

Content	Learning process
<p><b>Students will know:</b></p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• family</li> <li>• grade</li> <li>• age</li> <li>• hobbies</li> <li>• abilities</li> </ul>	<p>Learning experiences and strategies/planning for self-supporting learning:</p> <ul style="list-style-type: none"> <li>• Small group/pair work</li> <li>• PowerPoint lecture/notes</li> <li>• Individual presentations</li> <li>• Group presentations</li> <li>• Interdisciplinary Learning</li> </ul> <p>Details:</p>

- types of school
- school levels
- describe teachers and subjects
- activities, clubs
- daily routine
- dates and times
- description of clothes and colours
- school / daily routine in Australia / Japan
- jikanwari
- school rules
- uniforms
- after school activities - club/juku
- obentou/hikikomori/bunkasai/undoukai

### GRAMMAR

- しゅみは～ことです
- \_\_\_\_ことがじょうずです
- \_\_\_\_とおもいます
- REASONからOUTCOME
- TIMEに
- TIMEからTIMEまで
- 後で
- 前に
- てから
- \_\_\_\_てもいいです
- \_\_\_\_てください
- \_\_\_\_てはだめです
- \_\_\_\_てはいけません
- \_\_\_\_ないでください
- \_\_\_\_なければなりません
- 学校のじゅんびをしています
- PERSONは\_\_\_\_をきています・きます
- PERSONは\_\_\_\_をはいています・はきます
- PERSONは\_\_\_\_をしています
- PERSONは\_\_\_\_部にはいつています
- \_\_\_\_や\_\_\_\_や\_\_\_\_を勉強しています

### KANJI

- 小学校
- 中学校
- 高校
- 大学

- Students will become confident in using the language in practical, realistic situations
- Students will develop their language skills in order to become independent learners
- Students will understand the requirements of IB for the subject in order to achieve their highest potential
- Students will be exposed not only to the language but also to the culture of in order to develop a further interest in the subject



- 卒業
- 年生
- 生徒
- 学生
- 先生
- 部
- 入
- 前
- 後
- 思
- 上手
- 下手

### **VOCABULARY**

- ぶかつ
- クラブかつどう
- グラウンド
- ネックレス
- うでわ
- うでとけい
- ゆびわ
- たばこ
- チューインガム
- 大きいこえ
- しゅくだい
- せいふく
- ユニホーム
- ようふく
- しずか
- きびしい
- すいます
- たちます
- すわります
- はいります
- じゅんびします
- きがえます
- ばいてん
- かがく
- おんがく
- ちり

- れきし
- りか
- すうがく
- こくご
- せいぶつがく
- ぶつりがく
- ドラマ
- ビジネス
- えいご
- ダンス
- フィルム
- たいいく
- にほんご
- びじゅつ
- かていか
- じむしつ
- しょくいんしつ
- としょかん
- たいいくかん
- ほっけん

**Students will be able to:**

By the end of this unit the students will be able to:

- describe, exchange information about one's school in oral form
- listen to and respond to interview questions
- read and write an article for the school newspaper (interview, review, etc)
- read and write a report on a school event
- read and write a diary entry
- read and write a letter about schools
- read and write a comparison of school in Japan and Australia

**Learning Experiences**

**Do the students have enough prior knowledge? How will we know?**

Students often have varied language profiles. Reviewing and consolidating of all previous learning is ongoing. Students need to be self motivated constantly revising vocabulary and grammatical structures and building on them. Formative assessment will be used to gauge student understanding and engagement in the learning process. Modifying teaching and learning activities will improve student

**Teaching Strategies**

**What different teaching methodologies will be used to support different learning styles?**

- Sharing of personal experiences relevant to the tasks
- Pair/share
- Assign groups based on different learning styles
- Assign groups based on similar learning styles

attainment. Students will practice past papers and the interactive oral process. Students will break down the Written Assignment into its various components in order to compare and contrast the similarities and differences between a cultural aspect in Japan and Australia

**Through what activities will students acquire the knowledge and practice the skills required?**

- Peer editing
- Roles assigned to ensure equal participation in groups
- Supported individual response via written work or spoken work
- Presentation
- Note making and taking sessions

**How will formative assessment be used to give students feedback during the unit?**

- Students will be assessed informally during class activities, quizzes & marking of homework
- Students will be assessed formally by vocabulary/ key phrases cumulative tests, when possible
- Students will complete past papers
- Students' reading and writing skills will be assessed formally towards the end of the term
- Students' speaking skills will be formally assessed in the format of a conversation & response to stimulus, and informally assessed by their participation and contribution in class activities
- Give personalized prompts - descriptive, specific and ongoing when appropriate
- Scaffolding
- Exemplar and samples - make learning and understanding visible
- Demonstrate current and desired thought processes
- The students progress with Written Assignment will be monitored as they work through the various components and check list.

**How will information literacy and the use of ICT be developed?**

- Choice of presentation media where appropriate
- Using appropriate internet research engines, emails, word processing, multimedia,
- Language learning websites such as quizlet
- Use of laptops, data projectors, dvds,
- Use of typeable genkouyoshi

**How will the idea of academic honesty be reinforced?**

- Drafting and individual discussion
- Modelling
- Acknowledgement of sources using MLA system
- Turnitin
- Students will follow school policies
- Reference will be made to the IB Learner Profile

## Differentiation

### Differentiation items in this unit

- Affirm identity - build self-esteem
- Value prior knowledge
- Scaffold learning
- Extend learning

### Details

All students will be actively encouraged to take responsibility for their own language given that the learning of a second language from zero beginning requires a dedicated and regular exposure to the language on a daily basis, to develop the language and skills. This involves the seeking of reading and listening materials (internet materials, media sites, extracts from the text book, songs, movies) and students are encouraged to read for enjoyment as well as for language extension (adding new vocabulary items to their list, noting grammar points for discussions). Care will be taken to ensure that language is learned via a variety of activities (spoken, written, competitive team games, individual creative work etc, thus catering for different learning styles. Students will be given "appropriate opportunity, stimulation and experiences in order to develop their potential and translate their gifts into talents."

## REFLECTION: considering the planning, process and impact of the inquiry

### Prior to studying the unit

Describe the planning, process and impact of inquiry prior to the unit?

Students need to constantly revise previously studied vocabulary and grammatical structures. Consolidation of prior learning is necessary to prepare student for new knowledge. Vocabulary lists, sentence pattern summaries etc will assist students with their language acquisition. Comparing and contrasting various aspects of Japanese language and culture will help students to plan their Written Assignment and understand issues related to Schooling and Education.

### During the unit



Reflections & Evaluation

### After the unit



Reflections & Evaluation