



VC Japanese Years 7-10

EP Curriculum Map

Years 7-8 Achievement Standard

Content Descriptor	How EP Languages Supports This
By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds.	<p>Getting Started with Japanese</p> <ul style="list-style-type: none">• Unit 01: Greetings and Introductions• Unit 04: Numbers and Ages• Unit 05: Classroom Objects• Unit 06: Classroom Commands• Unit 07: Family• Unit 08: Animals• Unit 09: Food <p>All units in Beginner Japanese</p> <p>All EP Languages units contain a speaking and a writing section where students are required to complete either a written response or record a spoken answer where they exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends.</p>
They use gestures and formulaic expressions appropriately, for example, おくれてすみません。しつれいします。 They comprehend and respond to familiar questions, such as だれ、何(なに)、どこ、いつ、何(なん)よう日び、どんな and instructions, such as たってください。三人のグループになってください。 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ~は何ですか。十四ページですね。	<p>Getting Started with Japanese</p> <ul style="list-style-type: none">• Unit 01: Greetings and Introductions• Unit 06: Classroom Commands• Unit 07: Family• Unit 10: Days of the Week and Weather <p>Beginner Japanese</p> <ul style="list-style-type: none">• Unit 02: Family and Pets• Unit 03: The Classroom• Unit 04: Dates and Birthdays• Unit 05: Countries and Nationalities• Unit 06: Describing People <p>EP Languages lessons are designed to introduce question words and phrases in set sentences. Students become familiar with question words through repeated use in varying contexts.</p>
They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high- frequency loan words with developing rhythm and intonation.	<p>In our speaking sections of each EP Languages unit, there is a pronunciation section where students focus on pronunciation at both the word- and sentence-level. They record the specified word or sentence, and can then listen back and compare their recording to a native</p>



	<p>speaker. They can record their own voice as many times as they choose. This pronunciation section allows them to focus on all features of Japanese sounds including long and short vowels, double consonants, and rhythm and intonation.</p> <p>The EP translation lists, especially the listening and dictation modes, also allow for this to occur.</p>
<p>They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人、先生、日本、大きい、小さい、友だち、行きます、食べます。</p> <p>They apply correct stroke order to all characters.</p>	<p>All Japanese units have a reading section comprised of texts written in all three scripts, gradually containing more and more kanji characters as the level progresses. All units also contain a writing section which allows for students to produce their own texts, combining the words from all three scripts that they have learnt in each unit.</p> <p>The Script Practice folder has lessons covering hiragana, katakana and some basic kanji. Kanji is steadily introduced in the Intermediate and Advanced introduction sections.</p>
<p>Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities.</p>	<p>In all of the Japanese units, students are exposed to a variety of written, spoken and visual texts in which they have to locate information in order to answer the comprehension questions. As the levels progress, the complexity of the texts and questions increase.</p>
<p>They use non-verbal, visual and contextual cues to assist in making meaning.</p>	<p>In our Video Library section students are asked questions that require them to infer information based on non-verbal cues such as body language, tone and setting to help determine underlying contextual meaning.</p>
<p>Students use rehearsed language related to their personal world to convey information in both written and spoken texts.</p>	<p>All EP Languages units contain a Speaking and a Writing section where students are required to complete either a written response, or record a spoken answer, in which they exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends.</p> <p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types and purposes.</p> <p>The speaking lessons focus on both pronunciation and communication. The communicative activities require students to listen to a series of questions in Japanese relating to a topic and record their answers. Students are also required to record conversations with a partner.</p>

<p>They produce short sentences involving nouns, verbs (for example, 何をしますか。ゲームをします。), common counter classifiers (for example, ～人、～ひき、～さい), and adjective, noun and verb predicates.</p>	<p>Beginner Japanese</p> <ul style="list-style-type: none"> ● Unit 02: Family and Pets ● Unit 03: The Classroom ● Unit 05: Countries and Nationalities ● Unit 06: Describing People ● Unit 07: School Subjects ● Unit 08: Leisure Activities ● Unit 09: Describing your Home ● Unit 10: Talking about Meals <p>The extension section of Getting Started units also has questions that require students to construct simple sentences using vocabulary learned in the unit.</p>
<p>They structure sentences using correct word order, and link information using conjunctions such as <i>そして</i> and <i>それから</i>.</p>	<p>Present in all Beginner Japanese units, in particular Unit 06 and Unit 10 for conjunctions.</p>
<p>They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, <i>はじめまして、どうぞよろしく</i>.</p>	<p>Although translation is not the main focus, all Beginner Japanese units contain short written texts and spoken videos which also contain written text components for students to interpret and understand. In particular, LIA Beginner Unit 01: Greetings and Introductions and Intermediate Unit 02: Ordering in a Restaurant introduce phrases not readily translatable into English.</p> <p>Our writing lessons within each unit require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level. These can be a starting point for discussion about gestures and expressions that do not readily translate into English.</p> <p>Our video library provides a series of role play videos on different topics which show gestures and expressions as well as oral language. The videos are also annotated so that gestures and expressions can be explained where appropriate.</p>
<p>They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.</p>	<p>In each of our Japanese units, we have used different types of language where appropriate and shown examples of both informal and formal language in various contexts. We also make reference to different cultural aspects where appropriate, and include a specific cultural section within the introduction of each unit to introduce cultural information relevant to the given topic. EP Languages units can also be the starting point for class discussion about this.</p>

<p>Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system.</p>	<ul style="list-style-type: none"> ● Script Practice - Hiragana ● Script Practice - Katakana ● Script Practice - Kanji Basic, Intermediate and Advanced <p>Getting Started with Japanese also has lessons that introduce hiragana, focussing on relating the characters with their sounds.</p>
<p>Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ and conjugation of present, past, positive and negative forms of verbs.</p>	<p>Beginner Japanese</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 02: Family and Pets ● Unit 05: Countries and Nationalities ● Unit 06: Describing People <p>Different forms of verbs are covered in the grammar units of Beginner and Intermediate units.</p>
<p>They understand and use い and な adjectives, and apply the rules of counter classifiers such as ～人、～月(がつ)、～ひき/びき/びき.</p>	<p>Beginner Japanese</p> <ul style="list-style-type: none"> ● Unit 02: Family and Pets ● Unit 03: The Classroom ● Unit 04: Dates and Birthdays ● Unit 06: Describing People
<p>They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions.</p>	<ul style="list-style-type: none"> ● Getting Started with Japanese Unit 07: Family ● Beginner Japanese Unit 01: Greetings and Introductions <p>In all EP Languages lessons, language relating to different relationships and contexts is introduced. Information about Japanese culture is embedded in the lessons' vocabulary, and comprehension texts have been designed to incorporate a variety of scenarios.</p> <p>EP Languages lessons can also be the starting point for discussion about this.</p>



Years 7-8 Content Descriptors

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
VCJAC001: Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures	<p>Getting Started with Japanese Units 1, 2, 3, 4, 5, 7, 8, 9 Beginner Japanese Units 1-10</p> <p>In the above units, students learn how to communicate about themselves, their family and friends, talking about their classroom, and how to express their feelings and their likes and dislikes.</p> <p>They are introduced to new language concepts in the introduction sections, and then their understanding is tested in the listening and reading comprehension sections and the vocabulary practice section. They are then required to produce their own language about these topics in the writing and speaking sections.</p>
VCJAC002: Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances.	<p>As part of each EP Languages unit there is a comprehensive speaking lesson which focuses on both pronunciation and communication. The communicative activities require students to listen to a series of questions in Japanese relating to a topic and record their answers. Students are also required to record conversations with a partner.</p> <p>Topics which involve exchanging personal information are covered mainly in the Beginner units, whereas topics involving obtaining goods and making arrangements are covered mainly in the Intermediate units.</p>
VCJAC003: Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement.	<ul style="list-style-type: none">• Getting Started with Japanese Units 5 & 6• Beginner Japanese Units 3 & 7

Informing

Content Descriptor	How EP Languages Supports This
VCJAC004: Locate key points of information in a range of texts and resources and use the information in new ways.	<p>In the Reading and Listening comprehension sections of each unit, students are exposed to a wide variety of written, audio and visual texts from which they are</p>



	required to understand and pinpoint key pieces of information. They then have to use the language from these texts in their own written and spoken work.
VCJAC005: Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms.	The Authentic Task sections for each of the Beginner and Intermediate units involve getting students to create projects based around key ideas from the unit. In some units students are also required to compare aspects of Australian and Japanese life.

Creating

Content Descriptor	How EP Languages Supports This
VCJAC006: Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts.	The Reading Comprehension section for each unit of the EP Languages course consists of a range of written and visual texts testing students ability to sort through information in a variety of contexts. At Beginner and Intermediate level this includes comics, blog entries, text conversations, and diary entries. At Advanced level, more creative text types, such as folk stories, are used.
VCJAC007: Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources.	In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types and purposes. In the Authentic Task section, students are required to complete a more creative task in the target language that relates to the unit studied.

Translating

Content Descriptor	How EP Languages Supports This
VCJAC008: Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions.	Our writing lessons within our EP Languages units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level. Our translation lists provide students with plenty of translation practice at both sentence- and word-level. Students can practise translation using the four different modes: listening, reading, dictation and writing, and this process gives students insight into which words or phrases translate easily and which do not.



	The Listening and Reading comprehension sections of Getting Started with Japanese and Beginner Japanese consist of short texts with a variety of question types designed to test the students' understanding of the phrases, vocab and concepts used.
VCJAC009: Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions.	Students have the ability to create their own vocabulary lists and smart lessons within our system, which they can use for their own learning support. In this process they will be required to decide how to deal with elements that cannot be readily translated.

Reflecting

Content Descriptor	How EP Languages Supports This
VCJAC010: Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour.	Each of the Beginner and Intermediate Japanese units has a cultural section in the introduction where key cultural information relating to each unit is introduced. The Listening and Reading passages have also been written to include cultural references so that the students become familiar with the culture as they learn the language.
VCJAC011: Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity.	<p>Teachers can use the cultural information introduced in each EP Languages unit as a starting point for discussion and reflection about differences between cultures.</p> <p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types and purposes.</p> <p>The Authentic Task sections of the Beginner and Intermediate Japanese lessons require students to perform a creative task relating to the language and concepts introduced in the unit.</p> <p>Teachers can assign tasks with our Peer Review function which means students can view and give feedback on the work that their peers have done.</p>



Understanding

Systems of language

Content Descriptor	How EP Languages Supports This
VCJAU012: Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation.	<p>Each unit has a listening comprehension section with 8-10 listening comprehension texts recorded by native speakers. In these activities, students are exposed to features of the Japanese sound system including pitch, rhythm, stress and intonation.</p> <p>In each EP Languages unit there is a comprehensive speaking lesson which contains exercises to practise word level and sentence level pronunciation. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Japanese sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation.</p> <p>In the EP translation lists, students have native speaker recordings for all words and are exposed to pitch, rhythm, stress and intonation. In the speaking mode, students are required to record the word, they can then compare their own recording to a model answer produced by a native speaker. This particular activity requires them to fine tune their pronunciation.</p>
VCJAU013: Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji.	<p>In the Reading Comprehension sections (from Beginner to Advanced) students are exposed to the different script types in context, with more frequency and complexity of kanji in the higher levels.</p> <p>The Script Practice folder contains various script lessons that give students the chance to recognise and practice the different script types.</p>
VCJAU014: Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity.	<p>In each of the Japanese units, there is a grammar section introducing key features in each unit. In each of these grammar sections there is an introduction which explains the grammar point in detail, followed by extensive activities to practise the grammar point - starting with recognition, and moving towards free production. All units are well scaffolded.</p>



	The Beginner and Advanced units also have a “language focus” section in the introduction lesson that introduces simple aspects of the Japanese language and encourages students to be aware of these subtle language features.
VCJAU015: Identify textual conventions of familiar spoken, written and multimodal types of texts.	EP Languages units model a wide variety of text genres in the listening and reading comprehension lessons. In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types, purposes and audiences.

Language variation and change

Content Descriptor	How EP Languages Supports This
VCJAU016: Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants.	<p>In EP Languages, vocabulary is introduced in a way that highlights the different contexts and relationships between participants. Cultural information surrounding Japanese social structure is also introduced in the cultural information sections of the introduction units. The reading comprehension texts expose students to a variety of different text types in which the language varies according to the context.</p> <p>Many of the translation lists also highlight the difference between casual and formal language in their accepted correct answers.</p>
VCJAU017: Understand that the Japanese language both influences and is influenced by other languages and cultures.	<p>In the EP translation lists, students are exposed to vocabulary (particularly katakana vocabulary) that they will recognise as being adopted from other languages.</p> <p>Japanese linguistic and cultural influences are also recognised through the Smart Lessons, especially, but not exclusively, in the Advanced units.</p> <p>These units can be a good starting point for class discussion on how the Japanese language has been influenced by other languages and cultures.</p>



Role of language and culture

Content Descriptor	How EP Languages Supports This
<p>VCJAU018: Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages.</p>	<p>Each of the Japanese units has a cultural section in the introduction, where key cultural information relating to each unit is introduced. The Listening and Reading passages have also been written to include cultural references so that the students become familiar with the culture as they learn the language.</p> <p>These units can be a good starting point for class discussion on the connections between language and culture.</p>



Years 9-10 Achievement Standard

Content Descriptor	How EP Languages Supports This
By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences.	<p>Beginner Japanese</p> <ul style="list-style-type: none"> Unit 01: Greetings and Introductions Unit 02: Family and Pets Unit 03: The Classroom Unit 04: Dates and Birthdays Unit 05: Countries and Nationalities Unit 06: Describing People Unit 10: Talking About Meals <p>Intermediate Japanese</p> <ul style="list-style-type: none"> Unit 02: Ordering in a Restaurant
With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture.	<p>Intermediate Japanese</p> <ul style="list-style-type: none"> Unit 01: Fashion and Style Unit 05: Holidays Unit 06: Parties and Leisure Time Japanese Unit 07: Daily Routine Japanese Unit 09: Teenage life Japanese Unit 10: Going on an Exchange <p>Advanced Japanese</p> <ul style="list-style-type: none"> Unit 01: Travel and Exchanges Unit 03: Future Plans Unit 06: Technology and Social Media Unit 07: Entertainment and Pop Culture
When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, 来週(らいしゅう)の土曜日にサッカーをしませんか。土曜日はちょっと...。	<p>Intermediate Japanese</p> <ul style="list-style-type: none"> Unit 04: Places and Directions Unit 06: Parties and Leisure Time
They provide explanations, opinions and reasons, for example, by using ~と思います、~からです。	<ul style="list-style-type: none"> Intermediate Unit 7: Grammar (から) Skills Practice: 3. Advanced - To thinkとおもう Skills Practice: 3. Advanced - Becauseので <p>In the Intermediate grammar sections, explanations of grammar points begin to be introduced. In Advanced lessons, an extensive list of vocabulary and grammar points based around quantifying and giving reasons for opinions are introduced.</p>
They maintain and extend interactions by requesting repetition or clarification and by using あいづち. They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち.	<ul style="list-style-type: none"> Beginner Japanese Unit 06: Describing People <p>As students work their way through the EP Languages course, they are introduced to more and more あいづち, both formally in information slides, and informally</p>



	through reading and listening texts.
Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions	<p>All Japanese units have a reading section that is comprised of texts written in all three scripts, gradually containing more and more kanji characters as the level progresses. All units also contain a writing section which allows for students to produce their own texts, combining the words from all three scripts that they have learnt in each unit.</p> <p>There is also some specific script practice folders:</p> <ul style="list-style-type: none"> • Script Practice - Hiragana • Script Practice - Katakana • Script Practice - Kanji NCEA Basic, Intermediate and Advanced
They analyse and extract information from a range of spoken and written texts and multimodal sources.	In all of our units, students are exposed to a variety of written and spoken texts in which they have to locate information in order to answer comprehension questions. As the levels progress, the modes become varied, and the complexity of the texts and questions increases.
They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge.	All our units contain a variety of written and spoken texts comprising a range of contextual words and grammar points that students have learnt both from that unit and from previous units.
Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (～てはいけません、～てもいいです、～ています), and the plain form (-たり-たりします、～と思います、～つもり).	Each EP Languages unit contains a writing lesson which requires students to complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types, purposes and audiences.
They extend or qualify their message by using adverbs such as とくに、時々、 and link ideas by using conjunctions, such as それに、だから、けれども.	Simple conjunctions such as でも、けど、が and も are introduced in Beginner Japanese Unit 1. から is introduced in the Intermediate Unit 7 grammar section. More complex conjunctions are introduced in the Advanced Units.
Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as ただいま、おかわり.	<p>All Japanese units contain short written texts and spoken videos providing written texts for students to interpret and understand. In particular, Beginner Unit 01 and Intermediate Unit 02 introduce phrases not readily translatable into English.</p> <p>Our writing lessons within our EP Languages units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level.</p>

<p>They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.</p>	<p>All our units contain relevant cultural sections, allowing students to reflect on, and draw comparisons between Japanese culture and their own. At intermediate and advanced level the texts often make comparison between cultures and model this language. The Speaking and Writing sections provide students with a space to write or verbalise these feelings in response to simple questions, combining the words, grammar and knowledge that they have learnt in each unit.</p>
<p>Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな, and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings.</p>	<p>All EP Languages units have a reading section comprised of texts written in all three scripts, gradually containing more and more kanji characters as the level progresses. Also see:</p> <ul style="list-style-type: none"> ● Script Practice - Hiragana ● Script Practice - Katakana ● Script Practice - Kanji NCEA Basic, Intermediate and Advanced
<p>Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives.</p>	<p>Beginner Japanese</p> <ul style="list-style-type: none"> ● Unit 05: Countries and Nationalities ● Unit 06: Describing People ● Unit 10: Talking about Meals <p>Different forms of verbs are introduced mainly in the Intermediate grammar sections. Students also have the chance to apply their knowledge of conjugations in the writing sections of each unit.</p>
<p>Students identify and use a range of case particles such as か (or), より, で (purpose/by) and に (location).</p>	<ul style="list-style-type: none"> ● Beginner Unit 10 grammar covers に. ● Intermediate Unit 3 grammar covers より. ● Intermediate Unit 4 grammar covers で.
<p>They use metalanguage to describe and compare language features and rules of sentence construction.</p>	<p>Each of our units introduces elements of Japanese grammar in context as it is appropriate for the learners of each level. These information slides introduce metalanguage to discuss and explain each grammar point.</p>
<p>They choose between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary.</p>	<p>Plain form is covered in the Intermediate Unit 5: Holidays grammar section.</p>
<p>They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピペ.</p>	<p>While this isn't touched on specifically, there is a slide in the introduction section of Intermediate Unit 02 that describes how katakana is used for loan words (in the context of food), including a brief mention of how not all loan words are borrowed from English.</p>



Students explain how Japanese cultural values such as the importance of community, 内(うち)/外(そと), respect, and consideration for others are embedded in language and behaviours such as **がんばりましよう。だいじょうぶ?**

Politeness in Japanese culture is introduced at different stages throughout our units. See:

- Beginner Japanese Unit 01: Greetings and Introductions
- Beginner Japanese Unit 03: The Classroom

At Advanced-level, lesson content focuses heavily on highlighting Japanese culture and the similarities and differences between Japanese culture and Western cultures. This is especially emphasised in Advanced Unit 2 - Relationships.



Years 9-10 Content Descriptors

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
VCJAC019: Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience.	As part of each EP Languages unit there is a comprehensive speaking lesson which focuses on both pronunciation and communication. The communicative activities require students to listen to a series of questions in Japanese relating to a topic and record their answers. Students are also required to record conversations with a partner. The topics covered in the speaking lessons include asking for, and sharing, personal information and experiences.
VCJAC020: Participate in activities that involve transacting, negotiating, planning and participating in events and experiences.	Many of the Intermediate units involve transacting, negotiation, planning and participating in events and experiences. These are: Intermediate Japanese <ul style="list-style-type: none">• Unit 1: Fashion and style• Unit 2: Ordering in a Restaurant• Unit 4: Places and Directions• Unit 5: Holidays• Unit 6: Parties and Leisure time• Unit 8: At the Doctor's• Unit 10: Going on an Exchange
VCJAC021: Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences.	<ul style="list-style-type: none">• Getting Started with Japanese - Units 5 & 6• Beginner Japanese - Units 3 & 7

Informing

Content Descriptor	How EP Languages Supports This
VCJAC022: Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others.	Students are introduced to a range of oral, written and visual texts in the Reading and Listening Comprehension sections in both Beginner and Intermediate Japanese units. The Authentic Task sections involve exercises that require students to present language and concepts from the unit in various creative ways.



<p>VCJAC023: Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience.</p>	<p>The Authentic Task sections involve exercises that require students to present language and concepts from the unit in various creative ways.</p> <p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types, purposes and audiences.</p>
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Creating

Content Descriptor	How EP Languages Supports This
<p>VCJAC024: Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content.</p>	<p>OurEP Languages Reading and Listening Comprehension sections consist of a wide range of oral, written and visual text types, designed to build students' understanding of vocabulary and grammar in a range of contexts.</p>
<p>VCJAC025: Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences.</p>	<p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types, purposes and audiences.</p> <p>The Authentic Task section for each of the units consist of creative tasks that require students to create and present information in various contexts.</p> <p>Teachers can edit lessons to include interactive/shared writing tasks such as Google Docs and Padlet.</p>

Translating

Content Descriptor	How EP Languages Supports This
<p>VCJAC026: Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another.</p>	<p>The Reading Comprehension sections require students to read various Japanese texts in different contexts and translate key information.</p> <p>Our writing lessons within our units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level.</p>
<p>VCJAC027: Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations.</p>	<p>In Education Perfect, students are able to create their own translation lists which can be shared with their peers.</p> <p>Teachers can edit the lessons to incorporate their own</p>



	tasks which require students to upload a product they have created.
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Reflecting

Content Descriptor	How EP Languages Supports This
VCJAC028: Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making.	This is not currently addressed in our programme, however, teachers can use the EP lessons as a starting point for discussion and reflection.
VCJAC029: Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time.	Teachers can also create lessons on EP studio which include interactive elements for reflection such as google docs and padlet.

Understanding

Systems of language

Content Descriptor	How EP Languages Supports This
VCJAU030: Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds.	In each unit there is a comprehensive speaking lesson which contains exercises to practise word level and sentence level pronunciation. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Japanese sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation. In the "Script Practice - Kanji lessons," there are information slides that teach both the onyomi and kunyomi readings for kanji. In the EP translation lists there are also lists that test specific kanji and kanji combinations.
VCJAU031: Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words.	In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types, purposes and audiences.
VCJAU032: Understand the systematic nature of Japanese language and grammatical forms, and explore	The Japanese units (Beginner to Advanced) each have a section that introduces grammatical structures relevant



<p>how to use/combine these elements to express complex ideas.</p>	<p>to the units. These grammar sections consist of base information and exercises to reinforce students' understanding of the concepts introduced.</p> <p>In the writing lessons for each unit, students are required to put these grammatical concepts into practice and have a variety of scaffolded activities to help them to do so. At the end of the writing lessons students have a variety of open ended tasks which require them to put the grammatical concepts into context.</p>
<p>VCJAU033: Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas.</p>	<p>Our Japanese units build students' understanding of Japanese language as a whole, focusing on each aspect in detail. These lessons are well-scaffolded to develop students' wider understanding of the Japanese language.</p>

Language variation and change

Content Descriptor	How EP Languages Supports This
<p>VCJAU034: Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships.</p>	<p>In our Reading and Listening Comprehension sections, students are introduced to a wide range of texts with varying social contexts and formality.</p>
<p>VCJAU035: Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change.</p>	<p>This is not currently addressed in our programme.</p>

Role of language and culture

Content Descriptor	How EP Languages Supports This
<p>VCJAU036: Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony.</p>	<p>EP Languages lessons are written to incorporate as much cultural information as possible through the vocabulary and context of the texts. Students are required to reflect on this in the questions.</p> <p>EP Languages lessons are a great starting point for class discussion and reflection</p>