



ep Education Perfect

Languages

WA Curriculum: Japanese Year 3 to Year 10

EP Curriculum Map

Year 3

Communicating

Socialising

Content Descriptor	How EP Languages Supports this
<p>ACLJAC127</p> <p>Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example,</p> <p>土曜日 に ともだち と うみ に いきます;たん生日 に ケーキ を たべます/たべません</p>	<p>Participating in routine exchanges:</p> <p>Getting Started with Japanese: Unit 1: Greetings and Introductions:</p> <p>1.1: Greetings</p> <p>1.2: Introductions</p> <p>1.3: Goodbyes</p> <p>1.4: Practice</p> <p>1.5: Extension</p> <p>1.6: Speaking</p> <p>Getting Started with Japanese: Unit 10: Days of the week and weather:</p> <p>10.1: Days of the week</p> <p>10.2: Weather</p> <p>10.3: Practice</p> <p>10.4: Extension</p> <p>Beginner Japanese Unit 1: Greetings and Introductions</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p>



	<p>Beginner Japanese Unit 4: Dates and Birthdays: Introduction Listening Reading Writing Speaking Authentic task</p>
<p>ACLJAC128</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p>	<p>Participating in class experiences:</p> <p>Getting Started with Japanese: Unit 5: Classroom objects: 5.1: Classroom objects 5.2: What do you have? 5.3: Practice 5.4: Extension 5.5: Speaking</p> <p>Getting Started with Japanese: Unit 6: Classroom commands and expressions: 6.1: Classroom commands 1 6.2: Classroom commands 2 6.3: Practice 6.4: Extension 6.5: Speaking</p> <p>Beginner Japanese: Unit 3: The classroom: Introduction Listening Reading Writing Speaking Authentic task</p>

Year 4

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>ACLJAC127</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカー を しますか。いつ しますか。</p> <p>土曜日 に サッカー を します。</p> <p>サッカー が すき ですか。ぼく も すき です。</p> <p>Recount past activities, for example, まち に いました</p>	<p>Beginner Japanese: Unit 7: School Subjects</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Beginner Japanese: Unit 8: Leisure activities</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p>
<p>ACLJAC128</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p>	<p>Getting Started with Japanese: Unit 5: Classroom objects</p> <p>5.1: Classroom objects</p> <p>5.2: What do you have?</p> <p>5.3: Practice</p> <p>5.4: Extension</p> <p>5.5: Speaking</p> <p>Getting Started Unit 6: Classroom commands and expressions</p> <p>6.1: Classroom commands 1</p> <p>6.2: Classroom commands 2</p> <p>6.3: Practice</p> <p>6.4: Extension</p> <p>6.5: Speaking</p>



ep Education Perfect

Languages

	<p>Beginner Japanese: Unit 3: The Classroom</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>*Teachers can use EP Studio tools to create learning material to support the different kinds of transactions that students will be involved in e.g. Science experiments, cooking or craft activities. Here's how*</p>
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Year 5

Communicating

Socialising

Content Descriptor	How EP Languages Supports this
<p>ACLJAC145</p> <p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみにいきました;たのしかったです;へやにふとんがあります;だいどころにおかあさんがいます;まっすぐいって、みぎにまがって、としょかんがあります;がっこうにいきましょう;</p> <p>はい、いきましょう/いいえ、ちょっと</p>	<p>Beginner Japanese: Unit 9: My House:</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Intermediate Japanese: Unit 4: Places and Directions</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p>



ACLJAC146

Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market

Intermediate Japanese: Unit 3: Ordering in a restaurant:

- [Introduction](#)
- [Listening](#)
- [Reading](#)
- [Writing](#)
- [Speaking](#)
- [Authentic task](#)

Intermediate Japanese: Unit 6: Parties and Leisure time

- [Introduction](#)
- [Listening](#)
- [Reading](#)
- [Writing](#)
- [Speaking](#)
- [Authentic task](#)

Year 6

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>ACLJAC145</p> <p>Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example,</p> <p>サッカー を しますか;いつ しますか;</p> <p>サッカー が とくい ですか;</p> <p>けんくん は テニス が じょうずです;</p>	<p>Beginner Japanese: Unit 8: Leisure activities</p> <ul style="list-style-type: none"> Introduction Listening Reading Writing Speaking <p>Intermediate Japanese: Unit 6: Parties and Leisure time</p> <ul style="list-style-type: none"> Introduction Listening



<p>父はサッカーがとくいです</p> <p>Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか;</p> <p>いいえ、日曜日 は ちょっと;</p> <p>じゃあ、土曜日 に いきましょう</p>	<p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p>
<p>ACLJAC146</p> <p>Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event</p>	<p>*Teachers can use EP Studio tools to create learning material to support the different kinds of transactions that students will be involved in e.g. Science experiments, cooking or craft activities. Here's how*</p>

Year 7

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>ACLJAC163</p> <p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, パースのなつはとてもあついですよ; あのレストランはおいしいです。</p> <p>だから、いきましょう。; わたしはうちからがっこうまであります。でも、友だちはバスで行きます。</p>	<p>Beginner Japanese Unit 6: Describing people:</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Beginner Japanese: Unit 7: School Subjects</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p>



ep Education Perfect

Languages

	<p>Intermediate Japanese: Unit 5: Holidays</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p>
<p>ACLJAC164</p> <p>Engage in tasks and activities that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions, for example, 六時半に学校であいましょう; バスでえんそくに行きます</p>	<p>Intermediate Japanese: Unit 1: Fashion and Style</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Intermediate Japanese: Unit 3: Ordering in a restaurant:</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Intermediate Japanese: Unit 6: Parties and Leisure time</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p>



ep Education Perfect

Languages

Year 8

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>ACLJAC163</p> <p>Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of significant social events, special occasions or milestones, for example, ボクシングデーにかいものに行きます。だから、はやくおきます。</p>	<p>Intermediate Japanese: Unit 9: Teenage Life</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Intermediate Japanese: Unit 10: Going on an exchange:</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p>
<p>ACLJAC164</p> <p><i>Engage in tasks that involve planning of experiences and activities, such as a birthday party, Christmas or New Year's Eve festivities, or community festivals, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services, for example, イースターにビーチに行きましょうか。ビーチは、ちょっと...; キャンプはどうですか。; このTシャツはLサイズですね。</i></p>	<p>Intermediate Japanese: Unit 4: Places and Directions</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Intermediate Japanese: Unit 6: Parties and Leisure time</p> <p>Introduction</p>



<p>ちょっと大きいです。Mサイズをください。</p>	<p>Listening Reading Writing Speaking Authentic task</p> <p>Viewing: Video library: Intermediate video: Making arrangements Asking for information about a town</p>
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Year 9

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>ACLJAC181</p> <p>Initiate and participate in sustained interactions, using informative and descriptive language, to share, compare and justify personal opinions about aspects of their childhood, teenage life and relationships, for example, 九年生のキャンプでゲームをしたり、おいしい食べものを食べたりします。; 五才の時から、バレエをしています。しょうらい、ダンサーになりたいです。</p>	<p>Advanced Japanese: Unit 2: Relationships: Introduction Listening Reading Writing Speaking Authentic task</p>
<p>ACLJAC182</p> <p><i>Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for</i></p>	<p>EP studio tools could be used to support this descriptor. Click here for a guide on how to do this.</p>

example, plan a display or performance to illustrate their memories of aspects of their childhood, for example, 一番たのしかったりよこうについて、おしえてください; きょねん、マーガレットリバーに行って、ともだちとキャンプをしました。

Year 10

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>ACLJAC181</p> <p>Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思います。; J-pop と K-pop にきょうみがありますから、しょうらい、日本とかん国に行くつもりです。</p> <p>Express feelings and justify opinions, for example, あ、それはいいですね; どう思いますか; それはどうですか</p>	<p>Advanced Japanese Unit 1: Travel and Exchanges</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Advanced Japanese Unit 4: Health</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p>
<p>ACLJAC182</p> <p><i>Sustain and extend exchanges about contemporary culture and social issues, for example, differences between school and house rules in Australia and Japan, part-time jobs, to raise awareness, exchange resources and information, solve problems and manage diverse</i></p>	<p>Advanced Japanese Unit 6: Technology and Social Media</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p>

views, for example,

食べ物をのこすのはもったいないです;日本では家の中でくつをはいてはいけません

[Authentic task](#)

Advanced Japanese Unit 7: Entertainment and pop culture

[Introduction](#)

[Listening](#)

[Reading](#)

[Writing](#)

[Speaking](#)

[Authentic task](#)

Suggestions if you find the content suggested above is not quite the right level for your students:

- You can choose to only assign parts of a lesson - for example you may choose to only assign the introduction lessons which introduce the vocabulary or you could just assign parts of the listening, reading or writing lessons. Click [here](#) for a guide on how to do this. The lower level activities tend to be in the first part of the lesson.
- You can edit the smart lessons to take out material that is not the appropriate level for your students or add in additional learning material. Here is a [guide](#) which shows how to do this.

How EP Languages supports other strands and substrands across different levels:

Strand	Sub-strand	How EP supports this across the levels:
Communicating	Informing	Each of the EP Languages units contains lessons with reading and listening comprehension activities where students are exposed to a wide range of texts - students are required to read or listen to these texts and complete activities based on these. As the levels get



		<p>higher, the complexity of the accompanying texts and activities also increase.</p>
	<p>Creating</p>	<p>In the reading comprehension section of each of the EP Languages units, students are exposed to a wide variety of text types. At Beginner and Intermediate level, this includes cartoons, blog entries, postcards, letters, emails, diary entries, menus, dialogues, phone messages. At the Advanced level, there are additional creative texts, such as stories and song lyrics.</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>In the “extra for experts” section, students are required to complete a more creative task in the target language that relates to the unit studied.</p>
	<p>Translating</p>	<p>Throughout the different EP Languages units students are required to translate in different ways. At the Getting Started level they are required to recognise and understand the vocabulary.</p> <p>From Beginner level, 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>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.</p> <p>Our reading and listening comprehension activities in the EP Languages units do not require students to translate directly from one language to another, but they do require students to use their understanding of the language to answer comprehension questions.</p>



	Reflecting	<p>Each of the EP Languages 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>At beginner level, there is a cultural lesson which introduces some key cultural elements relating to the unit and requires the students to reflect on this</p>
Understanding	Systems of Language	<p>Each of the EP Languages units introduces elements of the grammatical system in context as it is appropriate for the learners of each level. Within each unit, there are comprehensive grammar lessons which focus on relevant grammar points for that unit - these include introduction/teaching sections where the grammar point is explained, and then an extensive variety of scaffolded activities ranging from recognition to free production.</p> <p>Aspects of grammar are also reinforced and practised in the vocabulary lists.</p> <p>In each of our EP Languages units, we have used different registers of language where appropriate and have shown examples of both informal and formal language.</p>
	Language variation and change	<p>In each of the EP Languages units, there are a variety of text types used in the listening and reading comprehension sections and the text is varied according to context. Teachers can use this to illustrate language variation.</p> <p>Throughout the EP Languages units, we have tried to include many references to different countries where a target language might be spoken to highlight the global nature of different languages and in some cases examples are given of how the language can change accordingly.</p> <p>Within the EP Languages listening comprehension, we try to use speakers of different accents.</p>
	Role of Language and Culture	<p>Each EP Languages unit, has a cultural section in the introduction where key cultural information relating to</p>



ep Education Perfect

Languages

		<p>each unit is introduced. The listening and reading passages have also been written to include cultural references so that students become familiar with the culture as they learn the language.</p>
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