**Japanese Level 1 Course Outline 1**

Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

Context

For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programmeand are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest, therefore individual pieces of Significant Learning are not listed alongside specific learning activities or assessment opportunities.

This Course Outline encompasses a year-long teaching programme and is designed to provide students with multiple encounters with texts drawn from written, oral, and visual sources and multiple opportunities to develop their skills as creators of written, oral, and visual texts. It also places a focus on the development of students’ intercultural competencies and their awareness of the connection between language, culture, and identity and their understanding of strategies to aid language acquisition.

Note: The themes do not need to be done in this order.

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| **Significant Learning** | **Learning activities and assessment opportunities**Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration** Total of 32 weeks |
| **Across all levels:**Be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual Japanese language.Build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakes.Show increasing recognition of connections and contrasts between Japanese and student’s first language and develop the ability to navigate between them.Explore how language and culture affect, and work together in, communication.Grow intercultural awareness by exploring own and Japanese cultures and questioning assumptions and stereotypes.Develop awareness that there can be different ways of representing sound in writing between and within languages.**Curriculum level 6:**Engage with, and make meaning of, short text types in everyday contexts.Explore language commonly used to express personal information and ideas related to everyday situations.Develop communicative skills to present simple information and interact with others in a range of predictable contexts.Develop a foundational awareness of and use the key building blocks and patterns of the language.Explore the use of script and the connection between script and pronunciation in everyday contexts. Develop a foundational awareness that oral features such as pronunciation and intonations can communicate different meaningsRecognise and develop an awareness that there are different registers of language.Acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language.Recognise values and practices related to Japanese cultures in everyday contexts. | **Whakawhanaungatanga – relationship building and establishing connections**Exploration of whakawhanaungatanga as a lens that can be used to learn how to build relationships.**Language learning*** + Read and listen to profiles about people of interest to students (name, age, nationality, family/pets, occupation, hobbies, likes/dislikes, abilities, etc).
	+ Introduce a favourite person, anime/film, manga character, etc. Students’ choice of production can be written, oral, visual, multi-media, or digital.
	+ Read about, listen to, and view resources relating to occupations and discuss what students want to become/dream of becoming in the future.
	+ View videos showing people introducing themselves in Japanese (じこしょうかい) and in te reo Māori (pepeha).
	+ View videos showing how to make introductions in Japanese and in te reo Māori.
	+ Produceじこしょうかい (self-introduction), including name, age, year at school, favourite subjects, length of time learning Japanese, nationality, whānau (eg, family members, occupations, and cultural backgrounds, and future plans in student’s choice of production, for example, written, oral, visual, multi-media, digital.
	+ Describe one’s local area/places of personal significance, for example, marae, church, park, sportsground, shopping mall, virtual room, and the location. Students’ choice of production can be written, oral, visual, multi-media, or digital.

**Intercultural learning*** + Create a pepeha in te reo Māori.
	+ Create [かもん](https://www.youtube.com/watch?v=RbP4W16l4rU) with a description and reasons for choice of images in Japanese.
	+ Create a ゆるキャラ for your school, region, club, etc, with a description and reasons for choice of images in Japanese.
	+ Compare body language for greetings, for example, bowing in Japan and hongi in Māori culture, etc.
	+ Explore terms of address for family members, for example, older siblings/younger siblings, use of personal pronouns, and compare with ways of describing family members in te Reo Māori.
	+ Explore terms of address for family members when talking about one’s own and others.

**Class exercises provide an opportunity for formative feedback.** **Learning covered/work produced under this theme may contribute to the internally assessed standards AS 1.1 and AS 1.2.** **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.**  | 6 weeks |
| **Hauora – wellbeing (also connected to tuakiritanga – inner wellbeing)**Exploration of hauora as a lens that can be used to explore the importance of wellbeing.taha tinana (body) taha hinengaro (mental/emotional) taha wairua (spiritual) taha whānau (social)**Language learning*** + Develop an understanding of health-related vocabulary, for example, body parts, illnesses, health checks – taha tinana (body).
	+ Give information about ぶかつ (club activities), for example, kind of activity, who can participate, location, practice and match times, etc – taha tinana (body), taha hinengaro (mental/emotional), taha whānau (social). Students’ choice of production can be written, oral, visual, multi-media, or digital.
	+ Read about healthy eating and respond to surveys – taha tinana (body), taha hinengaro (mental/emotional), taha whānau (social).
	+ Plan for an event (for example, overnight trip, sports, noho marae, choir event, etc). Each group is responsible for different meals, for example snacks for travel, breakfast, lunch, dinner. Students work together to negotiate what will be prepared/purchased and report back.
	+ Discuss food preferences based on listening, reading, and visual resources and what you like/dislike, want/don’t want to eat with reasons.
	+ Read about, listen to, and view resources relating to restaurants/menus, survey class food preferences, and choose which is the most suitable venue.
	+ Compare the contents of a Japanese lunchbox (おべんとう) (うみ、はたけ、やま, colours, etc) and the contents of different lunch boxes in New Zealand and elsewhere. Students’ choice of production can be written, oral, visual, multi-media, or digital.
	+ Describe personal characteristics of people you enjoy spending time with - taha whānau (social). Students’ choice of production can be written, oral, visual, multi-media, or digital.

**Intercultural learning*** + Explore the Japanese sense of 気 (ki) (げんき /おかげさまで (link also to ぶしどう、さむらい - taha hinengaro (mental/emotional).
	+ Watch ラジオたいそう (radio exercises) and follow instructions – taha whānau (social).
	+ Take part in Japanese exercises/games and te ao kori.
	+ Reflect on eating habits, diets (staple/traditional), healthy choices, fresh food, きゅうしょく (school lunch), おべんとう(boxed lunch), eating in the classroom, もったいないばあちゃん (Mottainai Grandma), seasonal food きせつ, Māra kai (the growing of food, rice cultivation).
	+ Explore karakia kai – acknowledgement of food from a range of sources (for example, the skies, land, forest), and connect to balanced diet - おべんとう.
	+ Research Japanese and Māori restaurants[[1]](#footnote-1) ,えきべん.
	+ Discuss stress-related topics[[2]](#footnote-2) and cellphone use (FOMO).
	+ Write a short reflection in English (approximately 50 words) explaining what you learnt about the Māori concept of hauora and the Japanese

sense of 気 (ki). Possible EOTC with trips to a marae and/or a Japanese restaurant.**Class exercises provide an opportunity for formative feedback.** **Learning covered/work produced under this theme may contribute to the internally assessed standards AS 1.1 and AS 1.2.** **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.**  | 6 weeks |
| **Ako – learning from each other** Exploration of ako as a lens that can be used to explore how to learn from one another.Students will be encouraged to reflect on their identities and learn from the wisdom of different languages and cultures.The language used in this topic is open, dependent on the stories that the students and/or teacher selects to work on.* **Language learning**
	+ Read about, listen to, and view resources using a range of basic Japanese, where stories are retold in language accessible to students, for example folktales, fairy tales, myths, legends[[3]](#footnote-3), short stories, summary of popular/classic manga, anime, movies etc, and answer comprehension questions.
	+ Use language to describe people/characters and express the sequence of activities and events.
	+ Create and present with others in students’ choice of production (role plays, e-books, えほん/かみしばい , etc,) a story, describing characters, setting and events.
	+ Learn about problem-solving skills and how to use physical and digital resources to understand less familiar language.
	+ Identify some specific linguistic goals, for example, a particular grammar structure, kanji, a group of words that are proving difficult to remember. Students find others with similar goals and explore how to learn, retain, and use them in as many ways possible and then share ideas.
* **Intercultural learning:**
	+ Use basic conversation strategies in role play, for example, あいづち, and repetition of information to show interest.
	+ Compare a choice of European stories (for example, Cinderella, Goldilocks, Little Red Riding Hood), Māori purākau, and Pacific stories (for example, creation and nature stories, legends, pakikīrehe, Mophead), Japanese stories (for example, ももたろう、かぐやひめ、おむすびころりん、ハチ公ものがたり), and stories from other cultures.
	+ Explore belief systems in となりのトトロ with belief systems of Māori and other cultures.
	+ Explore different kinds of Japanese pop culture and discuss links to themes and styles of traditional art forms.
	+ Discuss the concept of かわいい in pop culture.
	+ Discuss the use of proverbs (for example, sum up a specific message, give comfort, encourage, thank others) and in small groups explore and select relevant proverbs/sayings for different school-based/community-based occasions.
	+ Compare the meanings of Japanese proverbs/sayings with English proverbs, Māori whakataukī /kiwaha, and proverbs of other cultures.
	+ Write a short reflection in English (approximately 50 words) explaining the value of learning about another language and culture and how it helps you to reflect on your own language and culture.

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| **Whai whakaaro – Being thoughtful**Exploration of whai whakaaro as a lens that can be used to explore the development of an awareness of culturally appropriate behaviour and etiquette in different contexts, for example, games, sports, food, and homes.In the context of playing games (for example, giving instructions, inviting, suggesting, etc) students will learn what they are allowed and not allowed to do, give reasons why, and express preferences and abilities. This links to the theme of school: rules, lunchtime, after-school activities, expectations of, involvement, and behaviour in co-curricular activities. **Language learning*** + Watch videos of people playing/interacting/instructing/cheering known games to learn the language of instructions and use the new language to teach others how to play similar games.
	+ Use formulaic expressions to encourage each other in Japanese (がんばって、やった、etc) through Japanese and Māori games.
	+ Use formulaic expressions in everyday situations （しつれいします、 ただいま、ちょっと...etc).
	+ Read about, listen to, and view resources relating to ‘Out and About’ etiquette and language related to shopping, using transport, etc.
	+ Use formulaic expressions related to eating etiquette.
	+ Read about, listen to, and view resources relating to what you are allowed and not allowed to do, for example, use of chopsticks, tikanga (for example, no sitting on tables, serving of meals with elders, guests and children being served first).
	+ Promote a restaurant (menu, location, reviews, etc). Students’ choice of production can be written, oral, visual, multi-media, or digital.
	+ Experience a real or virtual trip to a Japanese and/or Māori restaurant to describe how to get there, order dishes, and experience an authentic learning context. Read about, listen to and view resources about school clubs and the concept of せんぱい／こうはい
	+ Discuss school expectations and standards, for example, what you are allowed and not allowed to do.
	+ Create a board/card game where students have to practise different language, etiquette, behaviours, for example, card sets could include language prompts, places, questions, explanations.

**Intercultural learning*** + Etiquette/protocols in the context of daily life, for example, taking shoes off when entering a house or a wharenui, no slippers on tatami mats, WC slippers, bathing etc.
	+ Explore the reasons for etiquette, for example, use of chopsticks, tikanga (for example, no sitting on tables, serving of the meal with elders, guests and children being served first).
	+ Compare Japanese and Māori games:
		- street kendama and poi
		- kendo and taiaha
		- whai (string games) and あやとり (follow instructions on YouTube in Japanese).
	+ Compare after-school activities in different cultures.
	+ Write a short reflection in English (approximately 50 words) explaining what you learnt about the different education systems.

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| **Taonga - Treasure**Exploration of taonga as a lens that can be used to explore the development of an awareness of the Māori concept of taonga and the Japanese concept of たからもの**Language learning*** + Use formulaic expressions for giving and receiving (つまらないものですが、あげます、もらいます）.
	+ Describe people and things. Students’ choice of production can be written, oral, visual, multi-media, or digital.
	+ Discuss what someone or something looks like.
	+ Give reason(s) why something is important.
	+ Decide what gifts to send/take to Japan that represent the local area. Different groups have different information to be presented to the rest of the class to help make decisions.

**Intercultural learning*** + Etiquette of exchanging gifts in Japan (importance of wrapping, ふろしき, etc).
	+ Giving and receiving gifts after a trip （おみやげ）.
	+ Learn about the three sacred treasures of the Imperial Family and Japan’s Living Treasures.
	+ Discuss the significance of おまもり and ponamu (heitiki, etc).
	+ Write a short reflection in English (approximately 50 words) explaining what you learnt about the Māori concept of taonga and the Japanese concept of たからもの.

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1. <https://www.hiakai.co.nz/> as an example of a Māori restaurant and Japanese fastfood Mos Burger and how it got its name: http://www.mosburger.com.sg/about\_mos.php#:~:text=Ever%20wondered%20how%20MOS%20Burger,%2D%20vibrant%20and%20life%2Dgiving. [↑](#footnote-ref-1)
2. How to study, future choices, exams, homework, じゅく、よびこ、ろうにん、 (Movie/story 47 Roonin) りゅうがくせい、ぜんき、こうき  [↑](#footnote-ref-2)
3. Many of these genres are part of oral traditions that are passed down through the generations and contain messages that are intended to be lessons for life. They involve using the language of time and place, sequencing, and a range of tenses and formulaic expressions as well as descriptions of places, people, and events. [↑](#footnote-ref-3)