

Stage 3 – Learning Plan	
Learning Sequence	
Lesson 1	<p>Learning Goal: Students will construct sentences using Unit 5 textbook grammar</p> <p>Steps to Success: 1. Analyse vocabulary and grammatical patterns. 2. Construct sentences using the grammatical patterns. 3. Review learning of new language.</p> <p>1. Initial opening individual quiz to check for understanding of Unit 5 knowledge - 10 minutes 2. I Do, We Do – Construct example sentences for two grammar patterns on the board and then complete two more with the class. – 10 minutes 3. You Do - Handout (differentiated with furigana so students who don't understand kanji can still do the work) to complete sentences individually using the grammar patterns that will be collected as formative assessment (collected as formative assessment) – 30 minutes 4. Vocabulary recollection game where students work in groups as they race to write Japanese translation of English word on the whiteboard from Unit 5. – 15 minutes 5. Reflection on lesson and check for understanding of content covered.</p> <p>Literacy: Text Knowledge: Understanding language through various grammatical features. Bloom's Taxonomy: Understanding: by explaining the importance of understanding and what it means for second language learners. High Impact Teaching Strategies: Collaborative learning (vocabulary group activity)</p>
Lesson 2	<p>Learning Goal: Students will construct sentences using Unit 6 textbook grammar</p> <p>Steps to Success: 1. Analyse vocabulary and grammatical patterns. 2. Construct sentences using the grammatical patterns. 3. Review learning of new language.</p> <p>1. Initial opening individual quiz to check for understanding of Unit 6 knowledge - 10 minutes 2. I Do, We Do – Construct example sentences for two grammar patterns on the board and then complete two more with the class. – 10 minutes 3. You Do - Handout (differentiated with furigana so students who don't understand kanji can still do the work) to complete sentences individually using the grammar patterns that will be collected as formative assessment (collected as formative assessment) – 30 minutes 4. Group reading of two Japanese texts from Unit 5 and Unit 6 from the textbook. Each student reads a sentence and as a class a word bank of unknown vocabulary is created. – 15 minutes 5. Exit ticket activity where students construct a simple goal for the sequence of lessons. – 5 minutes</p> <p>Literacy: Comprehending texts through listening, reading and viewing: Interpret and analysis texts. Bloom's Taxonomy: Applying: after practicing with grammar students will apply knowledge to reading paragraphs. High Impact Teaching Strategies: Metacognitive strategies (personal learning goals)</p>
Established Learning Goal:	
<p>Learning Goal: Students will develop an understanding of Japanese grammatical patterns, kanji and vocabulary related to travel, technology, media and Japanese culture to create accurate responsive texts.</p> <p>1. comprehend Japanese to understand information, ideas, opinions and experiences related to travel, technology, media and Japanese culture 4. apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to travel, technology, media and Japanese culture (“Japanese 2019 v1.3 General Senior Syllabus”, 2019)</p>	
Key Connections to Australian Curriculum cross curriculum priorities:	
<p>Asia and Australia's Engagement with Asia - Second key concept: examining the past and continuing achievements of the peoples of Asia -Japan in this case- identifies their contribution to world history and acknowledges the influences it has had on the world specifically in relation to technology. (“Asia and Australia's Engagement with Asia”, 2016)</p>	
Key Connections to Australian Curriculum general capabilities:	
<p>Literacy - Comprehending texts through listening, reading and viewing, composing texts through speaking, writing and creating, text knowledge, grammar knowledge and word knowledge. Numeracy - Using fractions, decimals, percentages, ratios and rates and interpreting statistical information. ICT Capabilities - Investigating with ICT and Managing and operating ICT. Intercultural Understanding - Recognising culture and developing respect. (“General Capabilities”, 2019)</p>	
Lesson 3	<p>Learning Goal: Students will research and construct their own written Japanese text.</p> <p>Steps to Success: 1. Review learning and the relevance to assessment. 2. Construct knowledge of katakana script. 3. Apply learned language to the construction of written script.</p> <p>1. Initial opening activity that checks for understanding of the previous lesson vocabulary and grammatical patterns and explains the relevance of the learning to the GPA summative assessment piece – 10 minutes 2. Group activity where students use constructed Katakana cards to play 'Go Fish' to consolidate katakana knowledge as it was lacking when formative assessment was checked. – 15 minutes (ADDED) 3. I Do, We Do – Illustrate an exemplar of the task that uses a range of kanji, vocabulary and grammatical patterns from Unit 5 and Unit 6. Go through it as a group, translating and checking for understanding before students practice on their own including the accessing of ICT to research statistical information relating to Unit 5 and Unit 6 topics e.g. tourism information. – 35 minutes 4. You Do - Exit ticket activity where students construct written text on their own with no prompt to check for ability. – 10 minutes</p> <p>Numeracy: Interpreting statistical information: Interpret statistics and graphs on technology usage in Japan. Bloom's Taxonomy: Applying: after practicing with grammar students will apply knowledge to their assessment. High Impact Teaching Strategies: Worked examples (Modelling of summative task)</p>
Lesson 4	<p>Learning Goal: Students will research and construct their responses to technology questions.</p> <p>Steps to Success: 1. Demonstrate learning of Unit 5 and Unit 6 kanji. 2. Construct response to The Learning Place questions. 3. Examine authentic Japanese text for known language.</p> <p>1. Initial opening activity that checks for kanji activity as students participate in 'show me' boards. Students spend the first ten minutes practicing kanji on their board before speed writing a kanji selected at random and holding it up. – 15 minutes 2. I Do, We Do, You Do – Students will access The Learning Place to see questions related to Japan and technology which will be discussed with them and an example answer provided. Then they will need to research and respond to each question to further develop both language and cultural knowledge – 45 minutes 3. Students will examine an authentic Japanese text and examine it finding as many words that they recognise as possible. – 10 minutes</p> <p>Numeracy: Interpreting statistical information: interpret data displays Bloom's Taxonomy: Applying: after practicing kanji students will then use it in their text constructions. High Impact Teaching Strategies: Explicit learning (learning goals on board, success criteria and modelling)</p>
Lesson 5	<p>Learning Goal: Students construct language related to chosen topic.</p> <p>Steps to Success: 1. Construct 100-character Japanese script. 2. Analyse whether or not personal goal was met.</p> <p>1. Introduction to assessment task e.g. exam conditions, genkoyoshi/writing style reminders, topics allowed, reminder to use as much kanji as possible – 10 minutes 2. GPA Summative task where students write 100 words on an allocated topic on genkoyoshi following correct writing style. Students use as much kanji and known language as possible – 50 minutes 3. Students will be given their exit tickets with their original goals on them and will assess these goals and then reflect on whether or not that they believe that they achieved them.</p> <p>Literacy: Composing texts through speaking, writing and creating: compose spoken, written, visual and multimodal learning area texts. Bloom's Taxonomy: Create: create original Japanese text using constructed knowledge. High Impact Teaching Strategies: Multiple exposures (exposure to language over time)</p>

Figure 1.9 – Snippet of Unit Plan illustrating links to curriculum and learning goals