

げんき  
Concept: 元気 (genki)

Students understand the meaning and use of the word 元気 (genki) and the ways in which health and wellbeing is valued at an individual, community and global level.				
Band	R-2 (self)	3-4 (others)	5-6 (local community)	
Focus	ラジオ体操 (rajio taisō) How are we genki through exercise/warm ups?	給食 (kyūshoku) How are we genki through eating lunch/healthy foods?	スポーツ (supōtsu) How are we genki through organised sports/clubs?	
Essential Understandings	<p>Students learn that in Japan, <i>rajio taisō</i> is a daily exercise routine (to music) that different groups do on a regular basis to be <i>genki</i>. Students learn how they do similar activities and the differences and similarities to <i>taisō</i></p> <p>Students learn to do <i>taisō</i></p> <p>Students learn the parts of the body in Japanese, actions related to <i>taisō</i>, and numbers</p> <p>Students learn to use <i>genki</i> in a sentence to ask someone how they are and to respond appropriately, understanding why the response is always positive or neutral</p>	<p>Students learn that in Japan most schools provide a <i>kyūshoku</i> for students to ensure they have a healthy, balanced diet. Students learn the differences and similarities from their own lunches</p> <p>Students understand the process of <i>kyūshoku</i> and what Japanese students learn about healthy practices, i.e. washing hands, wiping down desks, wearing a mask and brushing teeth. They learn the differences and similarities from their own practices</p> <p>Students learn food words, phrases for eating, doing verbs and words/phrases related to health</p> <p>Students learn to use <i>genki</i> in a sentence to ask someone how they are and to respond appropriately, understanding why the response is always positive or neutral</p>	<p>Students learn that Japanese schools hold <i>undōkai</i> to foster health, teamwork, resilience and persistence. Students understand the differences and similarities to their own school Sports Day</p> <p>Students learn that Japanese schools have <i>bukatsudō</i> and <i>kurabu</i> activities to promote belonging, responsibility and mastery. They understand the differences and similarities to their own sporting activities</p> <p>Students learn the words for some <i>undōkai</i> events and <i>kurabu</i> sports, equipment, verbs, adjectives related to enjoyment and <i>genki</i> and phrases/words to encourage</p> <p>Students learn to use <i>genki</i> in a sentence to ask someone how they are and to respond appropriately, understanding why the response is always positive or neutral</p>	
Texts	<p><b>Main:</b> ラジオ体操 <i>Rajio taisō</i></p> <p>Supporting: Visual instructions for RT Heads, shoulders, knees and toes Video: てくてく歩こう The "te o agete" song If you're happy and you know it Mr Men/Little Miss books</p>	<p><b>Main:</b> 楽しいきゅしょく <i>Tanoshii kyūshoku</i></p> <p>Supporting: Australian Food Pyramid Japanese Balanced Diet Guide Images of students' own lunches Pictures of different <i>kyūshoku</i> from our Sister School, Koryo Junior High</p>	<p><b>Main:</b> 部活動ボスター <i>Bukatsudō posutā</i></p> <p>Supporting: Video: Japanology Plus- Episode 24: Sports Days Ideas book- Book 5 Page 59 onwards Kids Web Japan- Club Activities First 1000 words in Japanese- スポーツとうどんどう Sports and Leisure- All About Japan</p>	

Language	<ul style="list-style-type: none"> <li>Numbers (1-10)</li> <li>Body parts</li> <li>Action phrases (Stand up. Sit down. Hands Up. Jump, etc.)</li> <li>Some <i>hiragana</i></li> <li>Some <i>kanji</i></li> </ul>	<ul style="list-style-type: none"> <li>Western and Japanese foods</li> <li>Phrases used before and after eating</li> <li>Sentences to describe what students like/dislike</li> <li>Asking, "how are you?" and answering appropriately</li> <li>Sentences to describe what students eat/don't eat</li> <li>Sentences to describe what students drink/don't drink</li> </ul>	<ul style="list-style-type: none"> <li>Useful words/phrases related to sports</li> <li>Useful words/phrases related to <i>genki</i></li> <li>Words of Encouragement</li> <li>Verbs related to playing/doing</li> <li>Days of the Week</li> <li>Conjunctions</li> <li>Sentences describing what students play, want to play, like can/can't do</li> <li>Sentences using conjunctions</li> <li>Review of hiragana</li> <li>Introduce katakana chart</li> <li>Some relevant kanji characters</li> </ul>
Assessment	<ol style="list-style-type: none"> <li>(Socialising- listening) In a small group, students act out <i>rajio taisō</i> by listening and responding to the Japanese teachers' instructions</li> <li>(Creating- speaking) In a small group, students create their own <i>rajio taisō</i> with bilingual instructions and run it with the class/small group</li> <li>Systems of Language- writing) Students recognise and match <i>kanji</i> numbers and body parts</li> <li>Systems of Language- listening) Students identify body parts in a Simple Simon game</li> </ol>	<ol style="list-style-type: none"> <li>(Creating) Display/design a <i>kyūshoku</i>, and answer simple questions to convey information</li> <li>(Informing) Roleplay question &amp; answer of "<i>ogenki desu ka</i>"</li> <li>(Translating) Label in Japanese (&amp; compare) the Japanese and Australian food triangles</li> <li>(Socialising) Survey students in class about foods they like/dislike/eat.</li> </ol>	<ol style="list-style-type: none"> <li>Listening Task (Informing- listening) Students listen to the teacher say words of encouragement and useful phrases in Japanese, pertaining to <i>undōkai</i> and <i>taiku no hi</i>. They show their comprehension by selecting the correct image/situation on a given worksheet.</li> <li>Comic (Informing- writing) Students make a short, 3-panel comic showing the stages of an <i>undōkai</i> or <i>taiku no hi</i> activity (optional: un-sequenced images provided). They label the comic with in Japanese with a title, add at least 3 speech/thought bubbles and label the red and white teams.</li> <li><i>bukatsudō</i> Poster (Socialising- writing) Students make a poster in Japanese persuading other students to join their <i>bukatsudō</i> group. They include the name of the activity, whether it is suitable for boys/girls, days of the week, times and phrases encouraging students to come along.</li> <li><i>Bukatsudō</i> Choice (Informing- speaking) After viewing the <i>bukatsudō</i> posters from their/another class, students choose which they'd like to join. They give a rehearsed speech announcing the club they are joining and why (what they: want to do, enjoy, can/can't do).</li> </ol>

## Japanese Curriculum- Unit Plan

Sequence:	F-10	Band:	5-6
Scope and Sequence Year:	2017	Semester:	1
Unit of Work Concept:	げんき (genki) 元気	Focus:	スポーツ (supōtsu) Sports

### Essential Understandings

- Students learn that Japanese schools hold <sup>うんどうかい</sup>運動会 (undōkai- sports days) to foster health, team work, resilience and persistence
- Students learn that Japanese schools have <sup>ぶかつどう</sup>部活動 (bukatsudō- school club activities) to promote belonging, responsibility and mastery
- Students learn the words for some <sup>うんどうかい</sup>運動会 (undōkai- sports days) events and <sup>ぶかつどう</sup>部活動 (bukatsudō- school club activities) sports, verbs, adjectives related to enjoyment and <sup>げんき</sup>元気 (genki) and phrases/words to encourage
- \*edit- more challenging\* Students learn to use <sup>げんき</sup>元気 (genki) in a sentence to ask someone how they are and to respond appropriately, understanding why the response is always positive or neutral

Text/Resource	Location
Video: Japanology Plus- Episode 24: Sports Days	Google Drive> Japanese> 2017 S1 Genki> 5-6 Band Supotsu
Website in Japanese	URL: <a href="http://jiten.recreation.jp/asobi_list/0005.php">http://jiten.recreation.jp/asobi_list/0005.php</a>
5. Undookai activities (chapter in Ideas Book with general information about undoukai and activities)	Ideas Book 5- Pages 59-68 Google Drive> Japanese> 2017 S1 Genki> 5-6 Band Supotsu
Club Activities (informative article)	Website: Kids Web Japan> Learn> Explore Japan> Calendar
Assessment Task 3- Examples from Japanese Students	Google Drive> Japanese> 2017 S1 Genki> 5-6 Band Supotsu
Email about club activities and school lunch	Hai 4- Pages 42-44 Google Drive> Japanese> 2017 S1 Genki> 5-6 Band Supotsu
Sports and Games	Key into Japan- Pages 66-67 Google Drive> Japanese> 2017 S1 Genki> 5-6 Band Supotsu
Sports and Leisure	All about Japan- Pages 28-29 Google Drive> Japanese> 2017 S1 Genki> 5-6 Band Supotsu
スポーツとうんどう supōtsu to undō	First Thousand Words in Japanese- Pages 50-51
Poster- Useful Words/Phrases	
Poster- Words for Encouragement	
Poster- Schools Sports Day and Health and Sports Day Words	
Poster- Club Sports	

Vocabulary			
	Script	Pronunciation	English
げんき 元気 (genki)	げんき	<i>genki</i>	happy/healthy/energetic
	だいじょうぶ?	<i>daijyōbu</i>	safe/alright/OK
School Sports Day and Health and Sports Day	うんどうかい	<i>undōkai</i>	school sports day
	たいいくの日	<i>taiiku no hi</i>	Health and Sports Day
	+ list of activities/games on poster (use for reference only, students not required to memorise)		
Words of Encouragement	がんばれ	<i>ganbare</i>	you can do it!
	すごい	<i>sugoi</i>	amazing!
	すてき	<i>suteki</i>	fantastic!
	もうすこし	<i>mousukoshi</i>	almost there/nearly...
	やった	<i>yatta</i>	did it, finished
Useful Words/Phrases	はじめましょう	<i>hajimemashō</i>	let's start
	いちについて、ようい、どん	<i>ichinitsuite, yōi, don</i>	ready, set, go!
	かった	<i>katta</i>	won
	まけた	<i>maketa</i>	lost
	しろぐみ	<i>shiro gumi</i>	white team
	あかぐみ	<i>aka gumi</i>	red team
	いっしょに	<i>issho ni</i>	together
	します	<i>shimasu</i>	to do/play
	したい	<i>shitai</i>	want to do/play
	すき	<i>suki</i>	like
	できます	<i>dekimasu</i>	can do/play
	できません	<i>dekimasen</i>	can't do/play
Sports	+ list of sports on poster (students use relevant ones to them, not required to memorise all)		
Club Sports	部かつどう	<i>budatsudō</i>	club sports
	+ list of <i>budatsudō</i> activities on poster (students use relevant ones to them, not required to memorise all)		
Gender	女(の)子	<i>onna (no) ko</i>	girl(s)
	男(の)子	<i>otoko (no) ko</i>	boy(s)
Days of the Week	月よう日	<i>getsuyōbi</i>	Monday
	火よう日	<i>kayōbi</i>	Tuesday
	水よう日	<i>suiyōbi</i>	Wednesday
	木よう日	<i>mokuyōbi</i>	Thursday
	金よう日	<i>kinyōbi</i>	Friday



	土曜日	<i>doyōbi</i>	Saturday
	日曜日	<i>nichiyōbi</i>	Sunday
Conjunctions	まで	<i>made</i>	however/but
	から	<i>kara</i>	because

Script(s)			
Hiragana and Katakana			
Ongoing review of <i>hiragana</i> including reading and writing all 46 characters, blends and small <i>tsu</i>			
Katakana			
Students begin to use and understand the <i>katakana</i> chart. They use reference materials to copy whole words.			
Kanji			
Kanji Character/s	Hiragana	Pronunciation	English
月	げつ	<i>getsu</i>	Monday
火	か	<i>ka</i>	Tuesday
水	すい	<i>sui</i>	Wednesday
木	もく	<i>moku</i>	Thursday
金	きん	<i>kin</i>	Friday
土	ど	<i>do</i>	Saturday
日	にち/ひ	<i>nichi/hi</i>	day
百	ひゃく	<i>hyaku</i>	one hundred
好	す (き)	<i>su(ki)</i>	like
部	ぶ	<i>bu</i>	club

Grammar Structures	
	Say/state
1.	~をします。(~ <i>shimasu.</i> ) To play ~.
2.	~をしたい。(~ <i>shitai.</i> ) I want to play ~.
3.	~がすきです。(~ <i>ga suki desu.</i> ) I like ~.
4.	~ができます。~ができません。(~ <i>ga dekimasu. ~ dekimasen.</i> ) I can do/play ~. I can't do/play ~.
5.	でも~ ( <i>demo</i> ~) However...
6.	~から。(~ <i>kara.</i> ) because ~

Assessment Task/s		
Year 5: Working towards		Year 6: Achieving
<p><b>Achievement Standard:</b></p> <p>By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as <b>まい日</b>、<b>ときどき</b>. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They show concern for and interest in others by making enquiries such as <b>だいじょうぶ?</b>, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, <b>いぬ</b>、<b>小さい</b>、<b>あめ</b>、<b>雨</b>. Students create specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They use <b>の</b> and prepositions, for example, <b>の</b> <b>うえ</b> <b>に</b>, and the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective <b>です</b>. Noun <b>です/でした</b>. And present/past/negative verb forms, for example, <b>のみます</b>、<b>たべます</b>、<b>みました</b>、<b>いきません</b>. They use counter classifiers in response to questions such as <b>いくら</b> <b>です</b> <b>か</b>。 <b>なんびき?</b> <b>なんこ?</b>. Students translate familiar texts, recognising formulaic expressions and culturally specific lexical features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.</p> <p>Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as <b>を</b>、<b>へ</b>、<b>は</b>, and <b>です</b>. They understand and apply the rules and phonetic changes related to counter classifiers, such as <b>さんぜんえん</b>、<b>いっこ</b>、<b>はっぴき</b>. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as <b>パソコン</b>、<b>メール</b>、<b>パスタ</b>, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, <b>じょうず</b> <b>です</b> <b>ね</b>。 <b>いいえ</b>。 .</p>		
<b>Task 1</b>		
<b>Name of Task:</b>	<b>Listening Task</b>	<b>Summative/Formative: Summative</b>
Parts of the Achievement Standard covered are highlighted in aqua		
<p><b>Description:</b></p> <p>Students listen to the teacher (either a recording or live) say words of encouragement and useful phrases in Japanese, pertaining to <i>undōkai</i> and <i>taiiku no hi</i>. They show their comprehension by selecting the correct image/situation on a given worksheet.</p> <p><b>Conditions:</b></p> <p>Students are not to have any resources to support this activity. They are to listen to the recording/live spoken text twice. They are to do their work individually and independently.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Ability to listen for a word or phrase</li> <li>• Understanding meaning of vocabulary</li> </ul>		

## Task 2

Name of Task:	Comic	Summative/Formative:	Summative
Parts of the Achievement Standard covered are highlighted in green			
<p><b>Description:</b> Students make a short, 3 panel comic showing the stages of an <i>undōkai</i> or <i>taiiku no hi</i> activity (optional: teacher provides un-sequenced images if the students doesn't want to draw). Students label the comic in Japanese with a title (～をします。) and add at least 3 speech/thought bubbles (using the vocabulary on words of encouragement and useful phrases) and label the teams (either red/white or other colours).</p> <p><b>Conditions:</b> Students are able to view an example of a finished task (generated by the teacher), which is then put aside. They have access to resources such as vocabulary lists, <i>hiragana</i> and <i>katakana</i> charts and sentence structures. They are to complete their own work individually.</p> <p><b>Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of an <i>undōkai</i> or <i>taiiku no hi</i> activity and how it is played</li> <li>• Ability to use vocabulary and given sentence structure to write e.g. ～をします。</li> <li>• Ability to use the “Useful Phrases” and “Words of Encouragement” resources to choose appropriate vocabulary words for the part of their comic</li> <li>• Understanding of the <i>manga</i>/comic text and what sorts of speech bubbles/shapes are used in particular situations</li> <li>• Understanding of the use of the あかぐみ and しろぐみ teams in Japanese <i>undōkai</i> and/or the ability to label Australian sports team colours using the same language rules</li> </ul>			

## Task 3

Name of Task:	Bukatsudō Poster	Summative/Formative:	Summative
Parts of the Achievement Standard covered are highlighted in yellow			
<p><b>Description:</b> Students make a poster in Japanese persuading other students in join their <i>bukatsudō</i> group, just like students in Japan would in the beginning of the school year (April). They include the name of the activity (in script, including <i>kanji</i>), whether it is suitable for boys/girls or both, the days of the week and times the club will run and phrases encouraging students to come along.</p> <p><b>Conditions:</b> Students are able to view examples of real <i>bukatsudō</i> posters made by Japanese students, which are then put aside. They will then be given 2 lessons (including follow-up work) to create their poster. They will have access to resources such as <i>hiragana</i> and <i>katakana</i> charts, vocabulary lists, dictionaries, etc. Students will create their own poster individually. A draft can be presented for feedback.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Ability to create an engaging and persuasive poster in Japanese that reflects their <i>bukatsudō</i> group</li> <li>• Ability to use the <i>hiragana</i> chart and to use <i>hiragana</i> for appropriate words</li> <li>• Ability to use resources with lists of vocabulary to write <i>katakana</i> correctly for appropriate words</li> <li>• Ability to use learned <i>kanji</i> appropriately (i.e. using 部, 女子, 男子)</li> </ul>			

Task 4			
Name of Task:	Bukatsudō Choice	Summative/Formative:	Summative
<p><b>Description:</b> After viewing the bukatsudō posters from their/another class, students choose which they'd like to join. They give a rehearsed speech announcing the club they are joining and why (what they: want to do, enjoy, can/can't do).</p> <p><b>Conditions:</b> Students will have their speech written and checked by the teacher. They will have time to rehearse their speech before they present it to the class. Students are encouraged to make their speech as natural as possible using eye contact. Therefore remembering their speech off by heart is encouraged by not essential.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Ability to read and understand other students' posters in order to make an informed decision about which bukatsudō they would like to join</li> <li>Ability to use vocabulary and given sentence structure to say what they want to do, enjoy, can/can't do using ~をしたい, ~がすきです, ~ができます, ~ができません</li> <li>Ability to link sentences using the conjunctions から and まで</li> </ul>			

Sequence of Learning Outcomes- 15 Week Semester		
	Online Lesson Outcome	Follow-Up Lesson Outcome
Week 1	<ul style="list-style-type: none"> <li>Introduction to the concept of げんき</li> <li>Check prior knowledge</li> <li>Brainstorm: What does げんき mean?, How do we become げんき?, How can you tell if someone is げんき?, How do Australian people stay げんき? How do Japanese people stay げんき?</li> <li>Introduce phrase- おげんきですか. and responses</li> <li>Introduce vocabulary- words of encouragement and useful phrases</li> </ul>	<ul style="list-style-type: none"> <li>げんき brainstorm in small groups</li> <li>Watch うんどうかい video</li> <li>Make はちまき (Hachimaki)</li> </ul>
	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the meaning of genki</li> <li>Use the word genki in a sentence to ask how someone is, and understand how to reply and why</li> <li>Begin to recognise, say and write the words of encouragement and useful phrases vocabulary</li> </ul>	
Week 2	<ul style="list-style-type: none"> <li>Introduce うんどうかい</li> <li>Brainstorm: How does うんどうかい compare or contrast with your sports day?, team activities vs. individual activities</li> <li>Introduce grammar- ~をします with うんどうかい activities</li> <li>Continue vocabulary- words of encouragement and useful phrases</li> </ul>	<ul style="list-style-type: none"> <li>Venn diagram on うんどうかい</li> <li>ラジオたいそう</li> <li>Play sports activity and see how many times you can naturally include the words of encouragement and useful phrases vocabulary?</li> </ul>
	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Reflect on: similarities and differences between Undōkai and their school sports day, how Undōkai fosters health, team work, resilience and persistence</li> <li>Apply their knowledge of the Undōkai activity names to say 'I play ____'.</li> <li>Continue to recognise, say and write the words of encouragement and useful phrases vocabulary</li> </ul>	
Week 3	<ul style="list-style-type: none"> <li>Introduce たいいく の ひ</li> <li>Do we have something similar to たいいく の ひ in Australia?</li> <li>Revise grammar- ~をします with たいいく の ひ activities</li> <li>Revise vocabulary- words of encouragement and useful phrases</li> </ul>	<ul style="list-style-type: none"> <li>Complete Task 1</li> </ul>

	Students will be able to: <ul style="list-style-type: none"> <li>• Reflect on: similarities and differences between Taiiku no Hi and events in Australia, how Taiiku no Hi fosters health, team work, resilience and persistence</li> <li>• Apply their knowledge of the Taiiku no Hi activity names to say 'I play ____'.</li> <li>• Listen, hear and recognise the words of encouragement and useful phrases vocabulary</li> </ul>	
Week 4	<ul style="list-style-type: none"> <li>• Revise grammar- ～をします</li> <li>• Explain Task 2</li> <li>• Discuss Manga conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Start Task 2</li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>• Apply their knowledge and understanding of the words of encouragement and useful phrases vocabulary in context</li> <li>• Apply their knowledge and understanding of the Manga conventions to make their own Manga</li> </ul>	
Week 5	<ul style="list-style-type: none"> <li>• Work on Task 2</li> </ul>	<ul style="list-style-type: none"> <li>• Finish and submit Task 2</li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>• Apply their knowledge and understanding of the words of encouragement and useful phrases vocabulary in context</li> <li>• Apply their knowledge and understanding of the Manga conventions to make their own Manga</li> </ul>	
Week 6	<ul style="list-style-type: none"> <li>• Introduce ぶかつどう</li> <li>• Introduce vocabulary- sports and bukatsudō activities</li> <li>• Introduce vocabulary and kanji - girls and boys</li> </ul>	<ul style="list-style-type: none"> <li>• Venn diagram comparing sports they play and don't play</li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>• Reflect on: similarities and differences between Bukatsudō and after school sports in Australia, how Bukatsudō promotes belonging, responsibility and mastery</li> <li>• Recognise, say and write the sports and Bukatsudō activities and girls and boys vocabulary/kanji</li> </ul>	
Week 7	<ul style="list-style-type: none"> <li>• Revise vocabulary and kanji- sports and Bukatsudō activities, girls and boys</li> <li>• Introduce vocabulary and kanji- days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week activity</li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>• Recognise, say and write the days of the week vocabulary/kanji</li> </ul>	
Week 8	<ul style="list-style-type: none"> <li>• Revise vocabulary and kanji- days of the week</li> <li>• Introduce time using numerals and kanji for o'clock</li> <li>• Introduce Task 3</li> <li>• Look at and discuss authentic ぶかつどう poster examples</li> </ul>	<ul style="list-style-type: none"> <li>• Start Task 3</li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>• Recognise, say and write the time in o'clock</li> <li>• Apply their knowledge and understanding of the sports and Bukatsudō activities, girls and boys, days of the week and time in o'clock vocabulary/kanji in context</li> </ul>	
Week 9	<ul style="list-style-type: none"> <li>• Work on Task 3</li> </ul>	<ul style="list-style-type: none"> <li>• Finish and submit Task 3</li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>• Apply their knowledge and understanding of the sports and Bukatsudō activities, girls and boys, days of the week and time in o'clock vocabulary/kanji in context</li> </ul>	

Week 10	<ul style="list-style-type: none"> <li>Introduce grammar- ~をしたい。</li> <li>Introduce/revise grammar- ~がすぎです。/~がすぎじゃないです。</li> </ul>	<ul style="list-style-type: none"> <li>Want, like and don't like activity</li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>Apply their knowledge and understanding of the sports and Bukatsudō activities vocabulary in context to say 'I want to play ____'</li> <li>Apply their knowledge and understanding of the sports and Bukatsudō activities vocabulary in context to say 'I like/don't like ____'.</li> </ul>	
Week 11	<ul style="list-style-type: none"> <li>Revise grammar- ~をしたい。 , ~がすぎです。/~がすぎじゃないです。</li> <li>Introduce grammar- ~ができます。~ができません。</li> </ul>	<ul style="list-style-type: none"> <li>Can/ can't activity</li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>Apply their knowledge and understanding of the sports and Bukatsudō activities vocabulary in context to say 'I can/can't play/do ____'.</li> </ul>	
Week 12	<ul style="list-style-type: none"> <li>Revise grammar- ~ができます。~ができません。</li> <li>Introduce conjunctions から and まで</li> <li>Briefly introduce Task 4 so students understand why they are viewing their classmates bukatsudō posters from Task 3</li> </ul>	<ul style="list-style-type: none"> <li>Students view their classmates bukatsudō posters from Task 3</li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>Understand how made and kare are used as conjunctions</li> <li>Apply their knowledge and understanding of the sports and Bukatsudō activities, girls and boys, days of the week and time in o'clock vocabulary/kanji in context to understand their classmates posters from Task 3</li> </ul>	
Week 13	<ul style="list-style-type: none"> <li>Revise conjunctions から and まで</li> <li>Introduce Task 4</li> <li>Start writing speech for Task 4</li> </ul>	<ul style="list-style-type: none"> <li>Continue writing speech for Task 4</li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>Apply their knowledge and understanding of the grammar structures 'I want to play ____', 'I like/don't like ____' and 'I can/can't play/do ____' in context.</li> </ul>	
Week 14	<ul style="list-style-type: none"> <li>Work on Task 4 by sharing and discussing speeches</li> <li>Rehearse speech</li> </ul>	<ul style="list-style-type: none"> <li>Complete and submit Task 4 by:               <ul style="list-style-type: none"> <li>Finish writing speech</li> <li>Rehearse speech</li> <li>Record or present speech</li> </ul> </li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>Apply their knowledge and understanding of the grammar structures 'I want to play ____', 'I like/don't like ____' and 'I can/can't play/do ____' in context.</li> </ul>	
Week 15	<ul style="list-style-type: none"> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Revision activity</li> </ul>
	Students will be able to: <ul style="list-style-type: none"> <li>Apply their knowledge and understanding of the 'Genki' unit of work in context</li> </ul>	



## スポーツ Task 3



### Task:

bukatsudou

Make a **ぶかつどう** poster in **Japanese** advertising your after school club. Make it as appealing as possible to encourage other students to join. Include:

- The title of your club
- Whether it is for boys or girls or both
- The days and times of practices
- A picture reflecting the sport
- A phrase to encourage new members to join

### What I'm looking for:

1. **Correct and appropriate use of hiragana, katakana, kanji and romaji**
  - Have you used *hiragana/katakana* for your club title with *bu* at the end in *kanji*?
  - Have you used the *kanji* characters for boys/girls to indicate who can join?
  - Have you listed some of the days of the week in *kanji*?
  - Have you included the times in *romaji*?
2. **Meaning and communication of your poster is appropriate**
  - Have you drawn a picture that matches the title of your *bukatsudo*?
  - Have you included a phrase in Japanese that will encourage new members to join?

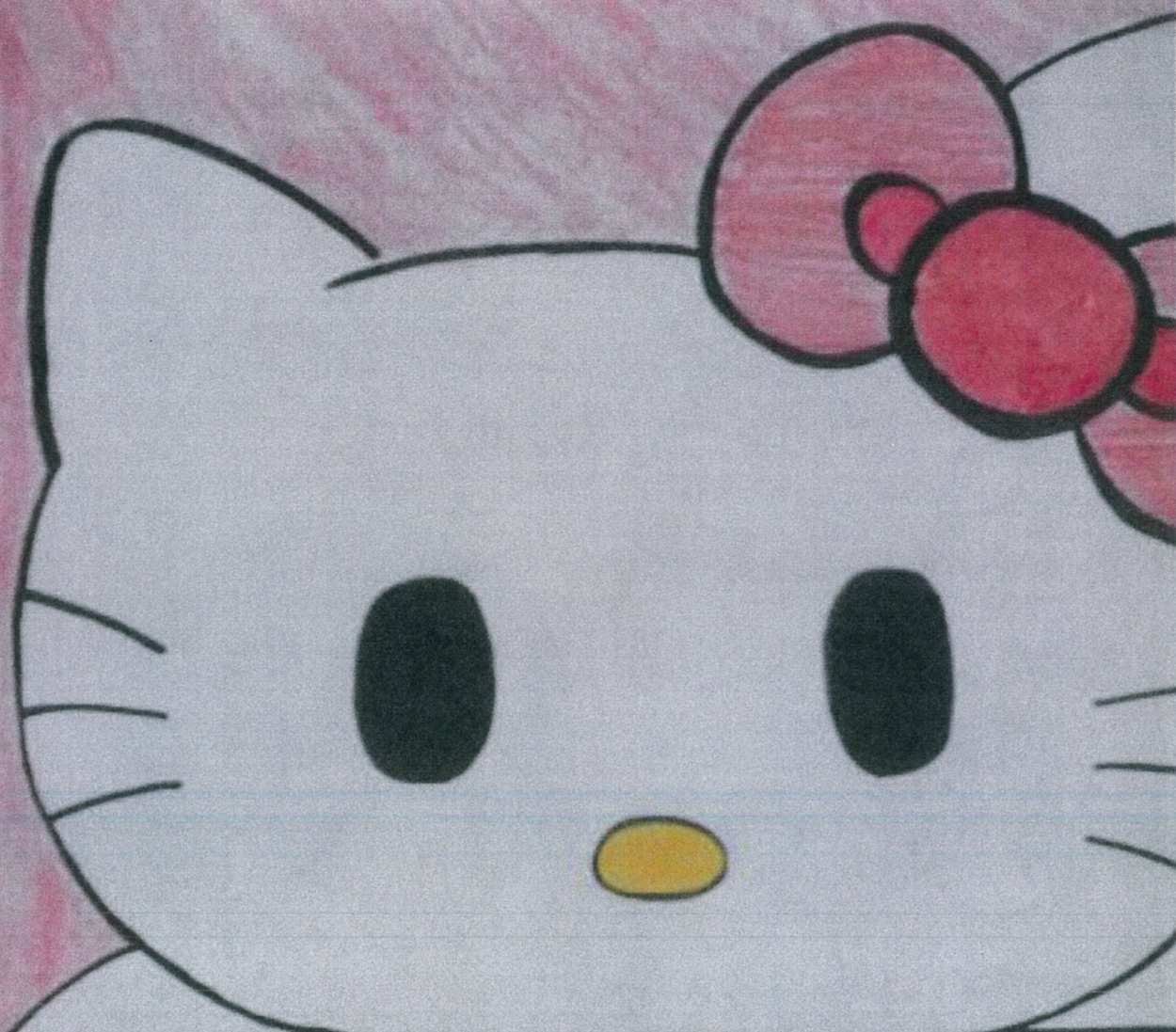
### Conditions:

This task is "open book" so you can use any of the resources available to you (but *please* don't use Google Translate).

### Rubric

Name:		Year Level:		
1. Correct and appropriate use of <i>hiragana, katakana, kanji</i> and <i>romaji</i>				
E	D	C	B	A
None or very limited script is used and a beginning ability to use resources like posters and previous work is evident	Limited script is used correctly, showing a basic level of understanding of the four scripts. Some ability to use resources to create a poster	Most script has been attempted at a satisfactory level. Ability to use some resources to support task is evident with an expected level of knowledge and understanding of the scripts	All script has been used correctly to a high level of competence. A high level of knowledge and understanding of the scripts is evident	All script has been used correctly to a very high level of competence. Thorough knowledge and understanding of the scripts is evident
2. Appropriate communication and meaning				
E	D	C	B	A
Verb basic knowledge and understanding about <i>bukatsudo</i> posters and their purpose is evident. Beginning ability to communicate in written form in Japanese	Basic knowledge and understanding about <i>bukatsudo</i> posters and their purpose is evident. Some ability to communicate in written form in Japanese	Satisfactory knowledge and understanding about <i>bukatsudo</i> posters and their purpose is evident. Expected level of communication in written Japanese	Extensive knowledge and understanding about <i>bukatsudo</i> posters and their purpose is evident. High level ability to communicate in written Japanese	Thorough knowledge and understanding about <i>bukatsudo</i> posters and their purpose is evident. Very high level ability to communicate in written Japanese
Grade:		Comment:		





# バレー部

私たちバレー部は3年生が5人、2年生が6人で楽しくやっています。

1度でもいいから、バレー部の練習を見に来てください。

どこに入ろうか迷っている子はぜひ、バレー部に入ろう。



# 合唱部



日時

火・木・金

4:30~6:15

場所

第4音楽室(火・木)

Aスタ(金)



ぜひ来てください♪







男子・女子

# バレー部

日程：火木金

5:00-7:00  
7:00-10:00

女子

男子

子

場所

第1楼



大歓迎!!!









# 女子バスケ部



日	15:00 ~ 16:30	日	休み
火	16:30 ~ 18:00	火	16:30 ~ 18:00
水	15:00 ~ 16:30	水	15:00 ~ 16:30
木	休み	木	15:00 ~ 16:30
金	16:30 ~ 18:00	金	16:30 ~ 18:00

練習時間  
15:00 ~ 18:00

△6時間授業、午休時間割の日は、30分~1時間 予定







女子

予

又

部

月 5:00~7:00

JK 4:00~6:00

金 3:30~5:30

By Aleira

もてくたせたい。

たのむ

ザンゾ。



をしましょ



# バスケットボール部

女子と男子



バスケットボールをしましょう。



月 火 水 木 金

6:00~18:00



Dusty-Rose  
~~Michal Stei~~  
Michalski

# バスケットボール部

女子



月 15:00~16:30 木 15:30~  
17:00

水 17:00~18:15 火 16:00~18:30



きてく+="さい'。

+="のしい

バスケットボール部~をしまし  
よう。  
かんはって

Mackensee



だんし

男子



フアイト

Sumo o  
shimasho

すもう 立 降 倒 倒

月 15:00 ~ 16:30

火 16:00 ~ 17:30

水 17:00 ~ 18:30

木 18:00 ~ 19:00

金 15:00 ~ 16:00

土 16:00 ~ 17:00

日 17:00 ~ 18:00

フル-フル-

まてくた=まてい。



Braiden

# アウト本一ル部

## 女子と男子

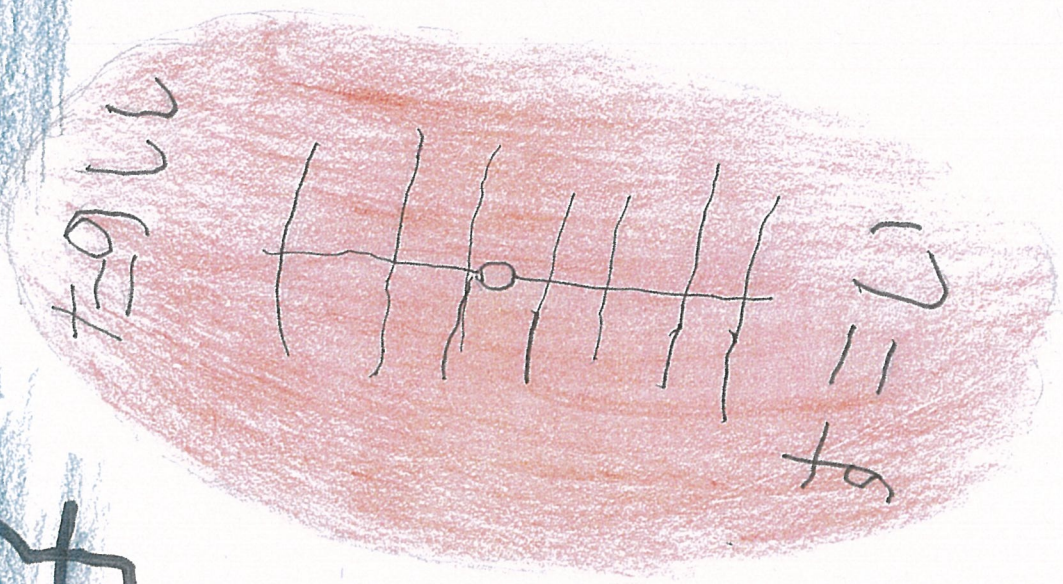
月 15:00~16:30

火 16:30~18:00

水 15:00~16:30

木 15:30~17:00

金 16:30~18:00



Andrei Garcia






# フットボール部

男子 女子

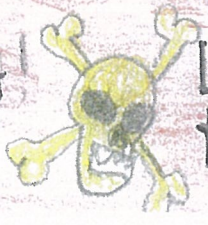
日 17.00 ~ 19.00  
 水 17.00 ~ 18.00  
 金 16.00 ~ 17.30  
 日 15.00 ~ 17.00

火 17.00 ~ 18.00  
 木 17.00 ~ 17.30  
 土 17.00 ~ 18.30


がんばって  
 you can do it!



フットボール  
 をしましょ  
 Let's play  
 Fultoru



フレイフレー  
 Hurray, Hurray





Nathaniel Mc



[illegible]



Ella Robinson

月

水

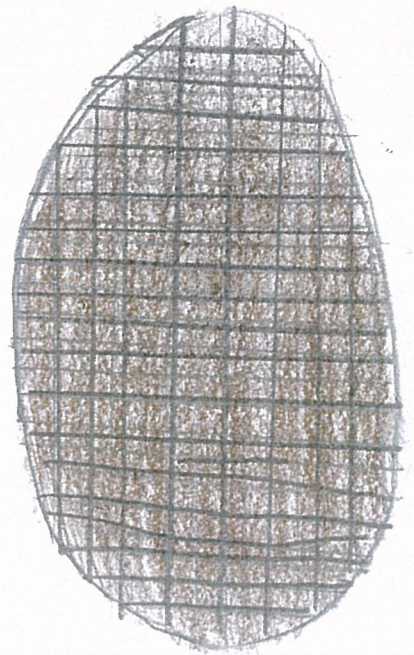
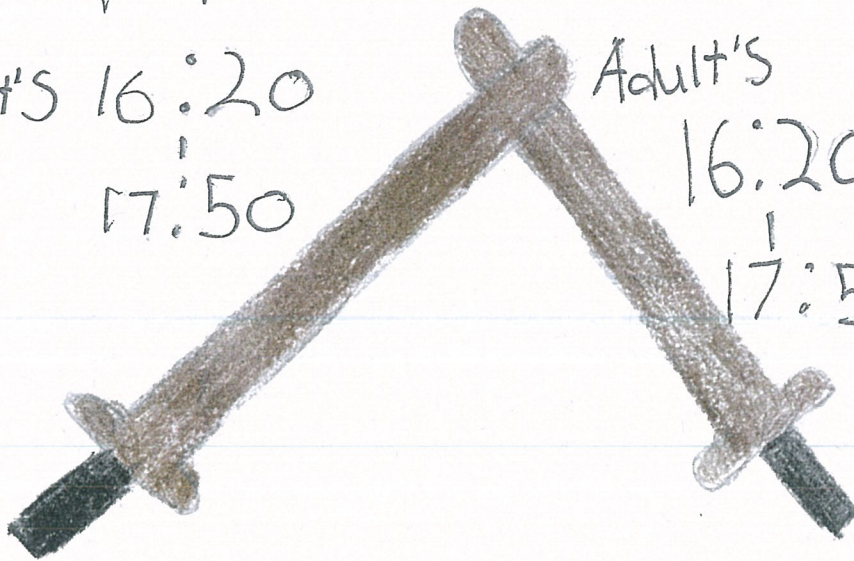
Kendo bu

kid's 15:40 Kids 15:40

16:20 16:20

Adult's 16:20  
17:50

Adult's  
16:20  
17:50



↑  
Kendo  
mask

がんばって

までください。

男子 and 女子

Jaxon



# バスケットボール

じよし  
女子

to

たん  
男子



fu re  
fu re

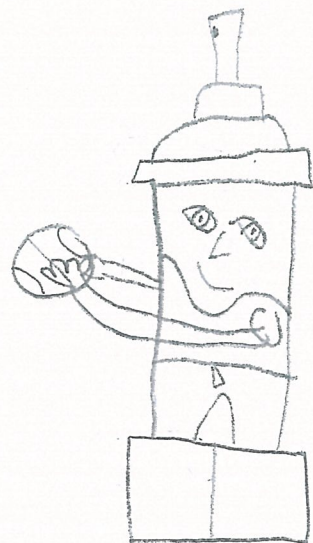
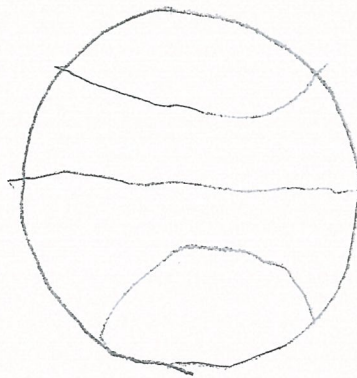
月 16:00 ~ 17:00

火 yasumi

水 16:00 ~ 17:00

木 yasumi

金 16:00 ~ 18:00



Brock Nowlan.