

## Subject group overview: Language and literature (Japanese)

### Grade 7/8 - Japanese A Year 1

UNIT TITLE	SHORT STORY: HASHIRE MEROSU (走れメロス)						Duration	15 Weeks	
Subject(s)	Japanese	Key Concept	Creativity	Related Concept(s)	Self-expression, Style	Global Context	Personal and cultural expression	Global Context Exploration(s)	Analysis and argument, Critical literacy, Languages and linguistic systems, Histories of ideas, Fields and disciplines
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Aiv. Bi. Bii. Biii. Ci. Cii. Ciii. Di. Dii. Diii. Div. Dv.	Statement of Inquiry	People express their ideas and feelings creatively by using various rhetoric and styles in literature.				
Content	Content and Knowledge: • Reading short stories 『走れメロス』太宰治 (『伝え合う言葉 中学国語2』教育出版) • Analyzing contents through rhetoric and expressions • Comparison (analyzing the contents and technique) ① Watching a movie based on the original short story. (DVD 『青い文学シリーズ 走れメロス』) ② Reading the original poetry used to create the short story • Written assignment to create original work based on the short story.			Skills: - Rhetoric: metaphor, simile, personification, hyperbole, repetition, onomatopoeia, and others. Style: article, essay, interview, written correspondence, interview and others. - Reading comprehension skill - Writing skill (creative writing based on the literature)					

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UNIT TITLE	MEDIA (メディア)						Duration	12 Weeks	
Subject(s)	Japanese	Key Concept	Perspective	Related Concept(s)	Point of view, Purpose	Global Context	Personal and cultural expression	Global Context Exploration(s)	Analysis and argument
ATL Skills	VIII. Critical thinking skills	Subject-group objectives	Ai. Aii. Aiii. Aiv. Bi. Bii. Biii. Ci. Cii. Ciii. Di. Dii. Diii. Div. Dv.	Statement of Inquiry	Media plays an important role in our lives to provide various information with different points of view and purpose.				
Content	<p>Content and Knowledge:</p> <ul style="list-style-type: none"> <li>• Reading about different media to learn about pros and cons. 『メディアと上手につきあうために』池上 彰 『ネット時代のコペルニクス』吉見 俊哉 『マスメディアを通じた現実世界』池田 謙一</li> <li>• Reading various editorials from different newspaper companies in Japanese. 各社新聞社 社説 新聞記事</li> <li>• Watching various news from different TV programs in Japanese テレビ局各社 ニュース番組</li> <li>• Forming your own opinions about the topic we read and watch in class discussion and readings and write about your statement of opinion in the end.</li> </ul>						<p>Skills:</p> <ul style="list-style-type: none"> <li>- Language skill (Vocabulary, kanji, Reading comprehension, Analyzing, Writing, Listening skills related to the topic of Media)</li> <li>- Technology skill (Internet, Google apps, Library database)</li> <li>- Research skill (Using library database system to look for articles)</li> </ul>		

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UNIT TITLE	LITERATURE						Duration	10 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Genres, Style, Theme	Global Context	Orientation in space and time	Global Context Exploration(s)	Civilizations and social histories, Eras, Peoples, Boundaries, Exchange and interaction
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Aiv. Bi. Bii. Biii. Ci. Cii. Ciii. Di. Dii. Diii. Div. Dv.	Statement of Inquiry	Reading through various genres and styles from different times in literature under the same theme gives us deeper and multiple levels of layers to understand the literature about the theme.				
Content	<p>Content and Knowledge:</p> <ul style="list-style-type: none"> <li>• Knowledge of genre and styles in Japanese literature.</li> <li>Year 1: Youth literature (List of the literatures)</li> <li>『14歳の本棚』部活学園編 家族兄弟編</li> <li>『きみが見つける物語』オトナの話編</li> <li>『タオル』重松清</li> <li>『握手』井上ひさし</li> <li>Year 2: War literature (List of the literatures)</li> <li>『読み聞かせる戦争』日本ベンクラブ編 加賀美幸子選</li> <li>本についている朗読CD</li> <li>その他図書館からの戦争文学の本色々</li> <li>箕面市立図書館より</li> <li>『回天特攻学徒隊員の記録 止むにやまれず破った五十年の沈黙』武田五郎／著 東京 光文社</li> <li>• Background knowledge and history of the chosen literature.</li> <li>• Finding the theme (Author's message) and personal connections to yourself through the literature.</li> <li>• Creating mind map to explain about the theme of the literatures and the personal connections to yourself.</li> </ul> <p>マインドマップ</p> <li>『勉強が楽しくなるノート術 マインドマップFOR KIDS』ダイヤモンド社 トニー・ブザン // 著, 神田 昌典 // 訳 (SOIS図書館)</li> <li>『ザ・マインドマップ 脳の力を強化する思考技術』ダイヤモンド社 トニー・ブザン // 著, バリー・ブザン // 著, 神田 昌典 // 訳 (SOIS図書館)</li>			<p>Skills:</p> <ul style="list-style-type: none"> <li>- Identify and explain the content, context, genre, style, perspective, theme and audience of literature and the relationships among texts.</li> <li>- Justify opinions and ideas, using examples, explanations and terminology.</li> <li>- Interpret similarities and differences in features within and between genres and texts.</li> </ul>					

## Subject group overview: Language and literature (Japanese)

### Grade 7/8 Japanese A Year 2

UNIT TITLE	詩 POETRY						Duration	16 Weeks		
Subject(s)	Japanese	Key Concept	Creativity	Related Concept(s)	Self-expression, Structure, Style	Global Context	Personal and cultural expression	Global Context Exploration(s)	Creation, Products, Critical literacy, Languages and linguistic systems	
ATL Skills	III. Organization skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Di. Dii. Diii. Div. Dv.	Statement of Inquiry	People express themselves creatively using different style, structure, and techniques in poetry.					
Content	Content: •Poetry from various authors and eras in Japanese 『日本語を味わう名詩入門』シリーズ』 あすなろ書房 (SOIS図書館) 『少年少女のための日本名詩選集』 あすなろ書房 (SOIS図書館) 『永遠の詩』 シリーズ 小学館 (SOIS図書館) その他詩集はSOIS図書館に様々な本がある •rhetoric and techniques 『日本語のレトリック』文章表現の技法 瀬戸健一著 •Structures of poetry in Japanese •How to develop your own idea into the format of poetry in Japanese			Skills: •Knowledge on basic rules, conventions, rhetoric, structure, form about poetry in Japanese •Work on reading comprehension skills including knowledge on vocabulary and expressions to find the theme and message in different poetry •Analysis skill on poetry. •Create their own poetry to express themselves using rhetoric and structure learned in this unit.						

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UNIT TITLE	比較文 COMPARATIVE ESSAY OR 評論文 CRITICAL ESSAY						Duration	12 Weeks	
Subject(s)	Japanese	Key Concept	Perspective	Related Concept(s)	Point of view, Structure	Global Context	Personal and cultural expression	Global Context Exploration(s)	Analysis and argument, Critical literacy, Languages and linguistic systems, Histories of ideas, Fields and disciplines
ATL Skills	VIII. Critical thinking skills	Subject-group objectives	Ai. Aii. Aiii. Aiv. Bi. Bii. Biii. Ci. Cii. Ciii. Di. Dii. Diii. Div.	Statement of Inquiry	Critical essay has its own structure to bring the writer's point of view logically.				
Content	Content: • Nature and/or brain science as topic, contents, and knowledge based on the text readings Text about Nature 『悠久の自然』星野道夫 『ガイアの知性』龍村仁 Text about brain science 『笑顔という魔法』池谷裕二 『自分の頭で考える?』野矢茂樹 • Structure and organization of critical essay • Analysis skill on critical essays. • Forming your own view and ideas based on the critical essay we read in class. • Choosing one particular book about related topics (Nature or brain science) for individual projects to analyze the essay (and compare the chosen essay and the essay we read in class when we still have time to explore further.)			Skills: Structure and organization on critical essays reading comprehension, Summarizing, how to use 接続語 (connected words) writing their own critical essays					

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UNIT TITLE	LITERATURE						Duration	10 Weeks		
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Genres, Style, Theme	Global Context	Orientation in space and time	Global Context Exploration(s)	Civilizations and social histories, Eras, Peoples, Boundaries, Exchange and interaction	
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Aiii. Aiv. Bi. Bii. Biii. Ci. Cii. Ciii. Di. Dii. Diii. Div. Dv.	Statement of Inquiry	Reading through various genres and styles from different times in literature under the same theme gives us deeper and multiple levels of layers to understand the literature about the theme.					
Content	<p>Content and Knowledge:</p> <ul style="list-style-type: none"> <li>• Knowledge of genre and styles in Japanese literature.</li> </ul> <p>Year 1: Youth literature (List of the literatures)</p> <p>『14歳の本棚』部活学園編 家族兄弟編 『きみが見つける物語』オトナの話編 『タオル』重松清 『握手』井上ひさし</p> <p>Year 2: War literature (List of the literatures)</p> <p>『読み聞かせる戦争』日本ペンクラブ編 加賀美幸子選 本についている朗読CD その他図書館からの戦争文学の本色々 箕面市立図書館より 『回天特攻学徒隊員の記録 止むにやまれず破った五十年の沈黙』武田五郎／著 東京 光文社</p> <ul style="list-style-type: none"> <li>• Background knowledge and history of the chosen literature.</li> <li>• Finding the theme (Author's message) and personal connections to yourself through the literature.</li> <li>• Creating a mind map to explain about the theme of the literature and the personal connections to yourself.</li> </ul> <p>マインドマップ 『勉強が楽しくなるノート術 マインドマップFOR KIDS』ダイヤモンド社 トニー・ブザン // 著, 神田 昌典 // 訳 (SOIS図書館) 『ザ・マインドマップ 脳の力を強化する思考技術』ダイヤモンド社 トニー・ブザン // 著, バリー・ブザン // 著, 神田 昌典 // 訳 (SOIS図書館)</p>				<p>Skills:</p> <ul style="list-style-type: none"> <li>- Identify and explain the content, context, genre, style, perspective, theme and audience of literature and the relationships among texts.</li> <li>- Justify opinions and ideas, using examples, explanations and terminology.</li> <li>- Interpret similarities and differences in features within and between genres and texts.</li> </ul>					

## Subject group overview: Language and literature (Japanese)

### Grade 9/10 Japanese A Year 1

UNIT TITLE	SHORT STORIES 1: STRANGE LIBRARY BY HARUKI MURAKAMI						Duration	9 Weeks	
Subject(s)	Japanese	Key Concept	Connections	Related Concept(s)	Character, Setting, Theme	Global Context	Identities and relationships	Global Context Exploration(s)	Happiness and the good life, Physical, psychological and social development, Lifestyle choices, Human nature and human dignity, Identity formation, Independence
ATL Skills	III. Organization skills VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bii. Biii. Ci. Ciii. Dii. Div.	Statement of Inquiry	Authors voice their message through characters and setting which stimulate readers to reflect on a theme and learn more about themselves and their connections with the world around them.				
Content	<p>Knowledge: the meaning of symbols, the use of time, characterization and setting.</p> <p>Resources: Text 'Strange Library' by Haruki Murakami, worksheet</p> <ul style="list-style-type: none"> <li>-Reading short story</li> <li>-Understand the story and analyse it by answering guiding questions</li> <li>-Organize the relationships of the characters one's thought on the mindmaps</li> <li>-Present it to peer</li> <li>-Summarize one's interpretation in an essay</li> </ul>			<p>Skills:</p> <ul style="list-style-type: none"> <li>recall the events in a story,</li> <li>integrate new knowledge into a more complete understanding of the theme,</li> <li>relate the theme to your own experience,</li> <li>and map out the thinking process visually and in writing.</li> </ul>					

## Subject group overview: Language and literature (Japanese)

UNIT TITLE	INTRODUCTION TO SPEECH ANALYSIS						Duration	4 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Audience imperatives, Purpose, Self-expression, Structure, Style	Global Context	Personal and cultural expression	Global Context Exploration(s)	Critical literacy
ATL Skills	I. Communication skills VI. Information literacy skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Aiii. Aiv. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii. Div. Dv.	Statement of Inquiry	Persuasive speech aims to influence the audience by appealing to reason, emotion, and moral sense, and it does so by means of the typical language and structure of oratory.				
Content	<p>Content and Concepts:            -Sharing various types of texts, such as election posters, travel guides, radio scenarios, newspaper articles and columns ...            -Discussing the features of the texts based on its purpose            -Analyzing them            -Learning how to make text analysis</p> <p>Knowledge: purpose of speech, the most common structures such as different types of opening and conclusions, and rhetorical devices such as emotive language, parallel structures, hyperbole, anecdote, climax.</p> <p>Skills: apply and demonstrate the structures and the rhetorical devices which have been learned, and make good use of such things as body language, timing, and voice inflection when delivering a speech.</p>								



## Subject group overview: Language and literature (Japanese)

<b>UNIT TITLE</b>	<b>METAMORPHOSIS 1: A RED COCOON BY KOBO ABE</b>						<b>Duration</b>	4 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Setting, Style, Theme	Global Context	Identities and relationships	Global Context Exploration(s)	Transitions, Health and well-being, Human nature and human dignity, Moral reasoning and ethical judgment
ATL Skills	VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Aiv. Bii. Ci. Cii. Ciii. Di. Dii. Diii. Div.	Statement of Inquiry	An author can make full use of his imagination to get their message across.				
Content	<p>Text: Short stories by Kobo Abe 'A Red Cocoon' 'The Flood' and 'Business' -Reading 'A Red Cocoon' and analyse the story</p> <p>Concepts: -Understand the themes and styles of the author -Read the other two stories and discuss their contents -Choose one text and create the extensional part of it</p> <p>Knowledge: the meaning of symbols, the use of metaphor, the author's background, the structure of the story, the relationship between capitalism and humanity.</p> <p>Skills: investigate how an author, by means of a clever use of literary devices, manages to manipulate the reader into accepting his imaginary world even if –as in The Red Cocoon- it may appear absurd; write a pastiche, write a (fantastic) story.</p>								

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UNIT TITLE	METAMORPHOSIS 2: WORKS IN TRANSLATION: METAMORPHOSIS BY KAFKA						Duration	8 Weeks	
Subject(s)	Japanese	Key Concept	Connections	Related Concept(s)	Character, Context, Self-expression, Setting, Structure	Global Context	Identities and relationships	Global Context Exploration(s)	Personal efficacy and agency, Happiness and the good life, Identity formation, Self-esteem, Status, Roles and role models, Attitudes, Motivation, Independence
ATL Skills	I. Communication skills VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Di. Dii. Diii. Div.	Statement of Inquiry	By contrasting an extraordinary, even impossible event with ordinary characters in a very recognizable setting, the author can make the readers see connections between reality and themselves in a new way.				
Content	<p>Text: 'Metamorphosis' by Franz Kafka</p> <p>Procedures:</p> <ul style="list-style-type: none"> <li>-Research on author and background of the story</li> <li>-Read the story focusing on one's 'Existence', family and one's role</li> <li>-Create a brief to late main character from his sister</li> </ul> <p>Knowledge: the characteristics of fiction, characterization, setting; the background of the author and the novel; terminology (conflict, climax, characterization extended metaphor, metamorphosis, surrealism).</p> <p>Skills: analyze the contexts, characters, settings, and the construction of the novel, investigate how one's feelings and thoughts are expressed, analyze how themes such as family, conflict, isolation, exclusion, communication, authority, dependence are explored in the story, present research, draw a comic strip, do a role play, write an analytical paragraph, and write a fictional letter.</p>								

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UNIT TITLE	SUPER-FROG SAVES TOKYO BY HARUKI MURAKAMI						Duration	10 Weeks	
Subject(s)	Japanese	Key Concept	Creativity	Related Concept(s)	Character, Context, Setting, Theme	Global Context	Personal and cultural expression	Global Context Exploration(s)	Metacognition and abstract thinking
ATL Skills	VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Biii. Ci. Cii. Ciii. Di. Dii. Diii. Div. Dv.	Statement of Inquiry	Authors can create a parallel 'fantasy' world by exploring the dimension of the subconscious and the dream and thus make the reader aware of what is beyond or underneath the reality of everyday life.				
Content	Knowledge: the meaning of symbols and the different elements in the story, characterization, and setting.			Skills: recall the events in a story, integrate new knowledge into a more complete understanding of the theme, relate the theme to your own experience, map out the thinking process visually and in writing, interpret a piece of literature, and write an analytical paragraph.					

UNIT TITLE	INTRODUCTION TO TEXT ANALYSIS						Duration	9 Weeks	
Subject(s)	Japanese	Key Concept	Form	Related Concept(s)	Audience imperatives, Context, Genres, Structure, Style	Global Context	Identities and relationships	Global Context Exploration(s)	Transitions
ATL Skills	VIII. Critical thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii. Aiii. Aiv. Bi. Bii. Biii. Ci. Cii. Ciii. Di. Dii. Diii. Div.	Statement of Inquiry	The form in which a text is written and the text type profoundly affect the meaning and the interpretation of the content.				
Content	Knowledge: the features of the different text types produced by means of different media such as TV, radio, newspaper, internet, hand phone, political campaign, and poems.			Skills: identify the text type and the features of a particular text, explain the effect of the author's crafts, and present findings in an organized manner in writing.					

## Subject group overview: Language and literature (Japanese)

UNIT TITLE	CARTOONS ANALYSIS						Duration	5 Weeks	
Subject(s)	Japanese	Key Concept	Perspective	Related Concept(s)	Audience imperatives, Character Genres, Structure, Style	Global Context	Personal and cultural expression	Global Context Exploration(s)	Creation, Beauty, Critical literacy, Artistry
ATL Skills	III. Organization skills VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	Aii. Aiii. Bii. Cii. Ciii.	Statement of Inquiry	Cartoons use words, pictures and layout as language. Cartoons exist in many genres and reach a wide range of audiences and perspectives.				
Content	<p>-Text: Extracts from a book 'Why Mangas are interesting: Manga ha naze omoshiroika'</p> <p>Concepts: -Learn elements and techniques for creating manga such as drawings, characters, onomatopoeia, scene compositions in a page and so on -Extract one impressive page of one's favorite comic, analyse it and present one's analyzation</p>			<p>Knowledge: the components of comics, such as language, pictures, layout, different types of lines, and the use of metaphors.</p> <p>Skills: analyze graphics, language and layout in cartoons and comics. Synthesize findings, distract new knowledge, and make a presentation.</p>					

UNIT TITLE	ADVERTISEMENTS						Duration	3 Weeks	
Subject(s)	Japanese	Key Concept	Creativity	Related Concept(s)	Audience imperatives, Context, Purpose, Style	Global Context	Globalization and sustainability	Global Context Exploration(s)	Commodities and commercialization, Consumption, Natural resources and public goods
ATL Skills	I. Communication skills IX. Creative thinking skills	Subject-group objectives	Aii. Aiii. Aiv. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii. Div. Dv.	Statement of Inquiry	Advertising uses both language and images in such a way that they appeal to possible audience and make them behave and take decisions in the way the advertiser wants.				
Content	<p>Knowledge: different types of advertisements such as hard sell, soft sell, terminology such as catch copy and body copy, and rhetorical use in advertisements, and the ethics of advertising.</p>			<p>Skills: Newspapers, magazines, billboards, online messages etc., explore the conventions of each genre, as well as identify the persuasive techniques used and the impact they have on the viewer. Read, interpret, share, and debate opinion articles. Design advertisement and apply advertising techniques.</p>					

## Subject group overview: Language and literature (Japanese)

UNIT TITLE	POETRY						Duration	4 Weeks	
Subject(s)	Japanese	Key Concept	Communication	Related Concept(s)	Genres, Self-expression, Style, Theme	Global Context	Personal and cultural expression	Global Context Exploration(s)	Philosophies and ways of life, Creation, Critical literacy, Languages and linguistic systems
ATL Skills	I. Communication skills VIII. Critical thinking skills	Subject-group objectives	Ai. Aii. Aiii. Aiv. Bi. Bii. Di. Dii. Diii. Div.	Statement of Inquiry	Ambiguity is a major characteristic of poetry. Language in poetry is highly organized and usually rhythmical. All poems have a voice, which can be called a speaker.				
Content	Knowledge: the difference between the poet and the speaker, structure of poetry, the use of stanzas, literary devices used in poetry such as repetition, rhyme, onomatopoeia, simile, metaphor, allegory, inversion, use of different letters.			Skills: analyze the content of a poem, the use of poetic devices, comment on the meaning of a poem and its effect on the reader, and deliver a well referenced oral commentary.					