**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessment Tasks’ table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Reflecting** |
|  | **Content Description** | Interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others [(VCJAC145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC145) | Collaborate with peers to plan and conduct shared events or activities such as teaching and working with a buddy class, organising a shared event, or rehearsing and presenting a school performance[(VCJAC146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC146) | Participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting one another, thanking, apologising and expressing preferences[(VCJAC147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC147) | Gather, classify and compare information from a range of sources related to concepts from other learning areas [(VCJAC148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC148) | Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions[(VCJAC149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC149) | Listen to, read and view different imaginative texts such as anime, folk stories and manga, describe and give opinions about characters and events, and identify cultural elements [(VCJAC150)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC150) | Create and present or perform imaginative texts for a variety of purposes and audiences [(VCJAC151)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC151) | Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning[(VCJAC152)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC152) | Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus [(VCJAC153)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC153) | Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms [(VCJAC154)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC154) | Discuss the experience of speaking and interacting in a different language, what they understand by ‘identity’, and whether learning Japanese has any effect on their sense of self [(VCJAC155)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC155) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Role of language and culture** |
|  | **Content Description** | Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning [(VCJAU156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU156) | Recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text [(VCJAU157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU157) | Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes [(VCJAU158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU158) | Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations[(VCJAU159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU159) | Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal[(VCJAU160)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU160) | Recognise that the Japanese language is both influenced by in turn influences other languages and cultures [(VCJAU161)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU161) | Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication [(VCJAU162)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU162) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4* Students interact with the teacher and peers in regular classroom routines and structured interactions.
* They understand and respond to instructions related to classroom organisation and activities, for example, ペア　に　なって　ください。大きい　こえ　で　いって　ください。.
* They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example, がんばって.
* They use language spontaneously in simple familiar communicative exchanges, for example, やったー！だいじょうぶ？.
* They respond to simple questions using short spoken statements, for example, いつ　です　か。なに　が　すき　です　か。.
* They use counter classifiers in response to questions such as なん、なん、なんじ、なんさい.
* Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips.
* They use cues such as context, visual images and familiar vocabulary to assist comprehension.
* They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists.
* They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましょう、ました and ません.
* They read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example,きょう、でしょう), as well as high-frequency kanji such as 月、日、先生.
* They apply word order (subject–object–verb) in simple sentences.
* They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language.
* They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily.
* Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).
* Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning.
* They identify ways in which rhythm is used to chunk phrases within a sentence.
* Students use the hiragana chart to support their reading and writing, recognising its systematic nature.
* They demonstrate awareness of the predictable nature of pronunciation.
* They know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particleか.
* They understand and use the rules and phonetic changes that apply to counter classifiers, for example,はっさい、ひとり、ふたり.
* They identify language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/ おなまえ、はし/ おはし.
* They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning.
* Students identify ways in which Japanese language reflects ways of behaving and thinking.
 | By the end of Level 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 まい日、ときどき. (1)
* They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. (2)
* They ask for clarification and assistance, negotiate turn-taking and follow instructions. (3)
* They extend their answers by using conjunctions such as そして、それから. (4)
* They show concern for and interest in others by making enquiries such as だいじょうぶ？, and apologise and express thanks using appropriate gestures. (5)
* They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, , 小さい、. (6)
* Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. (7)
* They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい　人　です。. (8)
* They create connected texts of a few sentences, such as descriptions, dialogues or skits. (9)
* They structure sentences using particles, for example, へ、で、を、がand prepositions, for example, のに, and apply the rules of punctuation when writing. (10)
* They describe and recount events and experiences in time, for example, adjective です。noun です/でした。 and present/past/negative verb forms, for example, のみます、たべます、ました、いきません. (11)
* They use counter classifiers in response to questions such as いくら　です　か。なんびき？なんこ？. (12)
* Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. (13)
* 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. (14)
* Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を、へ、は, andです. They understand and apply the rules and phonetic changes related to counter classifiers, such as さんぜんえん、いっこ、はっぴき.
* They apply their knowledge of stroke order to form characters. (15)
* They give examples of ways in which languages both change over time and are influenced by other languages and cultures. (16)
* They identify words from other languages used in Japanese, such as パソコン、メール、パスタ, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. (17)
* 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, じょうず　です　ね。いいえ。. (18)
 | By the end of Level 8* Students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions.
* They use verb ましょう for planning and making arrangements and offering suggestions.
* They ask and respond to a range of questions, for example, だれと、で、いつ、どこで、using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, でも or が、わたしは　フットボールが　好きです。でも、母は　フットボールが　好きじゃないです。.
* Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words.
* Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions.
* They read and write high-frequency kanji for verbs (for example, 行きます、見ます、来きます), nouns (for example, 先生、父、母、月よう日), adjectives (for example, 早い), and the pronoun 私.
* They read some compound words such as 日本語.
* They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements.
* They plan, draft and present informative and imaginative texts with the support of modelled resources.
* They use counter classifiers in response to questions, for example, いくつ、何まい、何本、何分.
* They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, だから), and adverbs of frequency (for example, いつも), time (for example, 時、半、分、) and direction, for example,みぎ、ひだり、前、うしろ.
* They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as が、へ、から、まで、including for exampleに to indicate timeframes.
* Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible.
* They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.
* Students understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system.
* They apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning.
* They understand and use いandなadjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as ひとつ、さんぼん、じゅっぷん.
* They identify and reproduce features of familiar text types such as emails, descriptions and dialogues.
* They identify words (for example, お母さんand 母), phrases (for example, どうぞよろしく。), prefixes (for example, おand ご), suffixes (for example, ～さん and ～さま) and titles (for example, ～先生) that indicate different levels of formality.
* They recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, for example,もうすこしがんばりましょう。.
* They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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