**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 socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures[(VCJAC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC001) | Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances [(VCJAC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC002) | Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement[(VCJAC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC003) | Locate key points of information in a range of texts and resources and use the information in new ways[(VCJAC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC004) | Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms [(VCJAC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC005) | Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts [(VCJAC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC006) | Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources [(VCJAC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC007) | Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions [(VCJAC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC008) | Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions[(VCJAC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC009) | Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behavior[(VCJAC010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC010) | Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another’s ways of expressing identity [(VCJAC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC011) |
| **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** | Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation[(VCJAU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU012) | Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji[(VCJAU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU013) | Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity [(VCJAU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU014) | Identify textual conventions of familiar spoken, written and multimodal types of texts [(VCJAU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU015) | Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants[(VCJAU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU016) | Understand that the Japanese language both influences and is influenced by other languages and cultures [(VCJAU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU017) | Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages [(VCJAU018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU018) |
| **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 7 and 8 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 9 and 10 Achievement Standard** |
| By the end of Level 8* Students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. (1)
* They use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつれいします。 (2)
* They comprehend and respond to familiar questions, such asだれ、 、 どこ、 いつ、 よう、 どんな、 and instructions, such as たって　ください。三人の　グループに　なって　ください。、 using rehearsed and some spontaneous language. (3)
* They ask for assistance and clarification, for example, ～は　何　ですか。十四ページ　ですね。. (4)
* They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. (5)
* They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as人、 、 、 きい、 さい、 だち、 きます、 べます. (6)
* Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. (7)
* Students use rehearsed language related to their personal world to convey information in both written and spoken texts. (8)
* They produce short sentences involving nouns, verbs (for example, 何を　しますか 。ゲームを　します。), common counter classifiers (for example, ～人、 ～ひき、 ～さい), and adjective, noun and verb predicates. (9)
* They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. (10)
* They structure sentences using correct word order, and link information using conjunctions such as そしてandそれから. (11)
* They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example,はじめまして、どうぞよろしく。. (12)
* They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.(13)
* Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. (14)
* They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. (15)
* They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. (16)
* Students understand and apply grammatical concepts such as the use of particles, for example, の、 へ、 に、 で、 と、 も、 が、 は、 を、 か、 よ、 and conjugation of present, past, positive and negative forms of verbs. (17)
* They understand and use いand なadjectives, and apply the rules of counter classifiers such as ～人、～、 ～ひき/びき/ぴき. (18)
* They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. (19)
* They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. (20)
* Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. (21)
* They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうずですね。いいえ。、 softening responses with expressions such asちょっと or あんまり、 and using indirect forms of refusal or disagreement. (22)
 | By the end of Level 10* Students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences.
* With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture.
* When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, の土曜日にサッカーをしませんか。土曜日はちょっと…。
* Students ask and respond to questions, such as どのぐらい、いくつ、 using spontaneous language.
* They provide explanations, opinions and reasons, for example, by using ～と思います、 ～からです.
* They maintain and extend interactions by requesting repetition or clarification and by using あいづち.
* They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others’ use of あいづち.
* Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions.
* They analyse and extract information from a range of spoken and written texts and multimodal sources.
* They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge.
* Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (～てはいけません、～てもいいです、 ～ています), and the plain form (～たり～たりします、 ～と思います、～つもり).
* They extend or qualify their message by using adverbs such as とくに、 、 and link ideas by using conjunctions, such as それに、 だから、 けれども.
* Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such asただいま, おかえり.
* They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.
* Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems.
* They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements.
* They distinguish between おくりがな and ふりがな、and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings.
* Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms.
* They apply their understanding of conjugation to produce negative and past adjectives.
* Students identify and use a range of case particles such as か (or), より、 で (purpose/by) and に(location).
* They use metalanguage to describe and compare language features and rules of sentence construction.
* They choose between using です/ますor plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary.
* They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピペ.
* Students explain how Japanese cultural values such as the importance of community, /、 respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。 だいじょうぶ？。
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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