**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 others to share interests and experiences, exchange information and express opinions and feelings  [(VCJAC163)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC163) | | Engage in activities that involve collaboration, planning, organising, negotiating and transacting  [(VCJAC164)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC164) | | Interact in whole-class and small group activities that involve seeking information from peers or the teacher, asking and responding to questions, making requests, and asking for and providing clarification  [(VCJAC165)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC165) | | Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats  [(VCJAC166)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC166) | | Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts  [(VCJAC167)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC167) | | Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences  [(VCJAC168)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC168) | | Create a range of spoken, written and multimodal texts that involve imaginary characters, places and experiences to entertain others  [(VCJAC169)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC169) | | Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one language to the other  [(VCJAC170)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC170) | | Work collaboratively to design bilingual resources to convey information to the school community  [(VCJAC171)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC171) | | Participate in intercultural interactions, identifying and comparing aspects of culture that affect communication and noticing how own culture impacts on language use  [(VCJAC172)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC172) | | Consider how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating  [(VCJAC173)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC173) | |
| **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** | Understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds  [(VCJAU174)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU174) | | Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji  [(VCJAU175)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU175) | | Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation  [(VCJAU176)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU176) | | Understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or manga  [(VCJAU177)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU177) | | Explain variations in Japanese language use that reflect different levels of formality, authority and status  [(VCJAU178)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU178) | | Understand that the Japanese language has evolved and developed through different periods of influence and change  [(VCJAU179)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU179) | | Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other  [(VCJAU180)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU180) | |
| **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 5 and 6 Achievement Standard** | **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 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. * 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 extend their answers by using conjunctions such as そして、それから. * 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. * 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、. * Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. * They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい　人　です。. * They create connected texts of a few sentences, such as descriptions, dialogues or skits. * 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. * 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. * They use counter classifiers in response to questions such as いくら　です　か。なんびき？なんこ？. * Students translate familiar texts, recognising formulaic expressions and culturally specific textual 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. * 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. * 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 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. * 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。. | 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. (1) * They use verb ましょう for planning and making arrangements and offering suggestions. (2) * 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。. (3) * 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. (4) * Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. (5) * 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. (6) * They read some compound words such as 日本語. (7) * They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. (8) * They plan, draft and present informative and imaginative texts with the support of modelled resources. (9) * They use counter classifiers in response to questions, for example, いくつ、何まい、何本、何分. (10) * 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. (11) * 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. (12) * Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. (13) * 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. (14) * 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. (15) * They apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. (16) * 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. (17) * They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. (18) * 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. (19) * 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。. (20) * 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. (21) | By the end of Level 10   * Students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. * They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち. * They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. * Students begin to use plain form to communicate with their peers. * They use kanji to read and write verbs, for example, 思います、来ます、聞きます、食べます、飲のみます, nouns, for example, 新聞、会話かいわ, 外国語がいこくご and adjectives, for example, 早い、上手な、下手へたな. * Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. * They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. * Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. * They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. * Students discriminate appropriately in their use of kanji, hiragana and katakana. * They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. * They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. * They make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication. * Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. * They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. * They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. * They use metalanguage to describe and compare language features and rules of sentence construction. * Students choose です/ます or plain form based on age, relationship, familiarity and context. * They identify hybrid terms that combine Japanese and English, such as コピペ、オーガナイズする、ダンスする. * They explain how key Japanese cultural values such as community, 内うち/外そと and humility, いいえ、まだです。, and consideration of others are reflected in language and behaviours. |

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| **Assessments** | | |  |  | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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