**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** | Engage in discussions and comparisons of young people’s interests, activities and lifestyles  [(VCJAC181)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC181) | | Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion  [(VCJAC182)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC182) | | Develop language to reflect on the experience of learning and using Japanese  [(VCJAC183)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC183) | | Analyse ideas presented in a range of texts, identifying context, purpose and intended audience  [(VCJAC184)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC184) | | Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation  [(VCJAC185)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC185) | | Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences  [(VCJAC186)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC186) | | Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons  [(VCJAC187)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC187) | | Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture  [(VCJAC188)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC188) | | Create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements  [(VCJAC189)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC189) | | Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication  [(VCJAC190)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC190) | | Reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions  [(VCJAC191)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC191) | |
| **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 intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds  [(VCJAU192)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU192) | | Use knowledge of familiar kanji to predict meaning of unknown words  [(VCJAU193)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU193) | | Understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations  [(VCJAU194)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU194) | | Identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English  [(VCJAU195)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU195) | | Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships  [(VCJAU196)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU196) | | Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange  [(VCJAU197)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU197) | | Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret  [(VCJAU198)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU198) | |
| **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 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. | 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. (1) * 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. (2) * 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. (3) * Students begin to use plain form to communicate with their peers. (4) * 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. (5) * Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. (6) * 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. (7) * 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. (8) * 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. (9) * Students discriminate appropriately in their use of kanji, hiragana and katakana. (10) * 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. (11) * They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. (12) * They make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication. (13) * 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. (14) * 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. (15) * 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. (16) * They use metalanguage to describe and compare language features and rules of sentence construction. (17) * Students choose です/ます or plain form based on age, relationship, familiarity and context. (18) * 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. (19) * 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. (20) |

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| **Assessments** | | |  |  | | |
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