**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** | Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures  [(VCJAC109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC109) | | Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning  [(VCJAC110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC110) | | Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for help, using appropriate gestures and behavior  [(VCJAC111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC111) | | Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks  [(VCJAC112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC112) | | Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials  [(VCJAC113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC113) | | Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement  [(VCJAC114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC114) | | Participate in shared performances and presentations of stories, songs, chants and rhymes  [(VCJAC115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC115) | | Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English  [(VCJAC116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC116) | | Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts  [(VCJAC117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC117) | | Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression  [(VCJAC118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC118) | | Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups  [(VCJAC119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC119) | |
| **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 sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts  [(VCJAU120)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU120) | | Recognise and copy some hiragana and a few high-frequency kanji  [(VCJAU121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU121) | | Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar  [(VCJAU122)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU122) | | Understand that language is organised as ‘text’, and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features  [(VCJAU123)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU123) | | Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people  [(VCJAU124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU124) | | Recognise that Japanese and English borrow words and expressions from each other and from other languages  [(VCJAU125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU125) | | Understand that language and culture are closely connected  [(VCJAU126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU126) | |
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*See next page for Achievement Standards and Assessments section*

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| **Foundation to Level 2 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2   * Students interact with the teacher and peers through play- and action-related language. (1) * They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, おはようございます、おはよう、こんにちは、さようなら、また、あした, thanking and apologising, and giving and receiving, for example, どうぞ、どうも. (2) * They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts. (3) * When listening to simple repetitive spoken texts, they identify key words such as names or numbers of objects or people, and demonstrate comprehension by actions, drawing or labelling. (4) * They respond to instructions through actions, for example, きいて　ください。みて　ください 。, and respond to questions, for example, だれ、なに、どこ with single words and set phrases and by selecting images or objects, for example, いぬ　です　か。ねこ　です　か 。. (5) * They present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language. (6) * They describe people and objects using adjectives to indicate colour, shape and size, for example, あかい、りんご、おおきい、まるい. (7) * They indicate ownership by using, for example, だれ　の　ですか。わたし/ぼく　の　です。 (8) * They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing. (9) * Students recognise and begin to write single *kanji*, such as 人, 木, 山、川、月、日、一、ニ、三, the 46 *hiragana* symbols, and some *hiragana* words such asくち、ねこ、あお、しかく. (10) * They demonstrate understanding of *hiragana* as well as *kanji* by actions such as matching, labelling and sorting. (11) * They translate and interpret examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours. (12) * Students identify the three different scripts in Japanese, *hiragana, kanji* and *katakana*. (13) * They understand that *hiragana* represents the basic units of Japanese sound and apply that knowledge in their communication. (14) * They know that *kanji* represents meaning as well as sounds, and that *katakana* is used for borrowed words. (15) * They know that stroke order in writing characters is important. Students identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings, such as Smithせんせい、and in simple sentences, such as おりがみ　が　すきです。ぞう　は　おおきい　です。. (16) * They provide examples of different ways of addressing friends, family and teachers or other adults. (17) * They use pronouns, such as わたし/ぼく, and titles/suffixes, such as ～せんせい/～さん/～くん, to address different people. (18) * They identify Japanese words that are often used in English-speaking contexts, for example, ‘sushi’, ‘origami’ and ‘karate’. (19) * They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン. (20) * They identify similarities and differences between Japanese and their own languages and cultures. (21) | 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. |

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