

Australian Curriculum: Japanese — Years 7 to 9 Japanese

CURRICULUM	YEAR 7	YEAR 8	YEAR 9	
	ONE TERM Mandatory	ONE TERM Elective	ONE SEMESTER Elective	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Let's Introduce ourselves and those important to us!	What is a week in our life like?	Let's aim for personal best each day at school!	How do we spend our free time?
Unit description	<p>Demonstrate how to introduce yourself.</p> <p>Understand how to count to 2000.</p> <p>Apply knowledge of numbers to age and grade.</p> <p>Describe a favourite family member and their strengths, preferences and what you do together.</p> <p>Develop your hiragana superpower.</p>	<p>Develop your Hiragana superpower.</p> <p>Communicate in Japanese by asking and answering questions.</p> <p>Compare a week in Australia and Japan.</p> <p>Describe your week.</p>	<p>Identify time and daily routine</p> <p>Analyse school timetables</p> <p>Compare school in Australia and Japan</p> <p>Investigate school events and after school activities.</p>	<p>Develop your katakana superpower.</p> <p>Identify clothing & sports</p> <p>Describe hobbies</p> <p>Discuss anime characters</p>

ASSESSMENT	YEAR 7	YEAR 8	YEAR 9	
	ONE TERM	ONE TERM	ONE SEMESTER	
	Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Technique	Collection of work	Collection of work	Comprehension	Collection of work
Type of text	Informative	Informative	Informative	Informative
Mode	Speaking / Writing (Japanese) Listening/Reading (English)	Listening, Reading (Answer in English) Speaking (Japanese)	Comprehension: Listening/Reading Short Response (Answer in English)	Multimodal: Reading/ Speaking & Writing (Japanese)
Conditions	Individual	Individual	Individual	Individual

Aspects of the achievement standard

Communicating				
students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds.				
use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつれいします。				
comprehend and respond to familiar questions, such as だれ、なに 何、どこ、いつ、なん 何ようび日、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.				
ask for assistance and clarification, for example, ~は 何ですか。十四ページです。				
pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high frequency loan words with developing rhythm and intonation.				
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、先生、日本、大きい、小さい、友だち、行きます、食べます				
identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities.				
use non-verbal, visual and contextual cues to assist in making meaning.				
use rehearsed language related to their personal world to convey information in both written and spoken texts				
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				
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				
structure sentences using correct word order, and link information using conjunctions such as そしてandそれから.				
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。				
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				
Understanding				
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.				
use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature.				
know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system.				
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.				
understand and use い and な adjectives, and apply the rules of counter classifiers such as ~人、~月、~ひきびきびき.				
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.				
understand that languages and cultures change over time, and provide examples of how languages borrow words from one another				
make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving.				
identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じゃうずです。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.				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard



