

# Australian Curriculum: Japanese — Year 10

CURRICULUM		YEAR 10		YEAR 10		
		Elective SEMESTER 1		Elective SEMESTER 2		
		Unit 1	Unit 2	Unit 3	Unit 4	
<b>Unit name</b>		What are our milestones?	Where do we eat and shop?	Where do we go to have fun?	How did we plan our dream trip to Japan?	
<b>Unit description</b>		Compare significant life events in Aus and Japan. Develop katakana and kanji superpowers. Identify nationality and birthplace. Understand languages and methods of study. Use past tense adjectives. Comprehend the terms okurigana, furigana. Understand te form verbs. Apply knowledge to comprehend/ model polite requests.	Investigate healthy fast food options in Australia & Japan. Compare shops. Explore Japanese department and convenience stores. Understand prices. Describe items and activities using negative adjectives and linking adjectives. Create comparative and superlative forms. Comprehend and use Counters-floors, 1000,10000, small objects. Communicate reasons.	Compare leisure activities, theme parks etc. Describe what is being done now. Apply knowledge to Invite and decline invitations and suggest alternatives. Arranging an outing. Comprehend a range of verbs types: plain verbs polite volitional form. negative form in invitations. Understand direction and location words.	Investigate school trips and destinations. Identify travel time and transport. Discuss activities. Develop rules & expectations. Determine what is and isn't allowed. Use negative past adjs. Apply knowledge of te verbs to form plain past and be able to list activities using __tari __tari. Comprehend plain form and apply knowledge to express ability: plain verb kotoga dekimasu	
ASSESSMENT		YEAR 10		YEAR 10		
		SEMESTER 1		SEMESTER 2		
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4	
<b>Range and balance of summative assessment conventions</b>		<b>Technique</b>	Comprehension	Collection of Work	Comprehension	Collection of Work
		<b>Type of text</b>	Informative, Creative	Informative, creative	Informative	Informative, imaginative
		<b>Mode</b>	Listening/reading (Answer in English)	Multimodal: Reading/Speaking	Listening/reading	Multimodal
		<b>Conditions</b>	Individual	Individual	Individual	Individual
Aspects of the achievement standard						
Communicating						
use written and spoken Japanese to interact and exchange information and opinions about personal interests and experiences.						
with support, share info about education, travel, sport, teenage life, pop culture.						
when collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, 来週の土曜日にサッカーをしませんか。土曜日はちょっと。。。						
ask and respond to questions, such as どのぐらい、いくつ、 using spontaneous language.						
provide explanations, opinions and reasons, for example, by using ~と思います、~からです。						
maintain and extend interactions by requesting repetition or clarification and using あいづち; apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち.						
read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions.						
analyse and extract information from a range of spoken and written texts and multimodal sources.						
understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge.						
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).						
extend or qualify a message by using adverbs such as とくに、時々 and link ideas by using conjunctions, such as それに、だから、けれども。						
translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as ただいま、おかえり、にゅうがくしぎ、おぼん、サラリーマン						
describe reactions to intercultural experiences and reflect on how one's own assumptions and identity influence and are influenced by one's language use.						
Understanding						
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.						
apply understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements.						
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.						
understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms.						
apply understanding of conjugation to produce negative and past adjectives.						
identify and use a range of case particles such as か (or)、より、で (purpose/by) and に (location).						
use metalanguage to describe and compare language features and rules of sentence construction.						
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.						
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 コピー.						
explain how key Japanese cultural values such as community 内 (うち)、外 (そと) respect, and consideration for others are embedded in language and behaviours eg がんばりましょう。だいじょうぶ?						

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

