

Lanyon High School



Year 9/10 – Australian Curriculum: Japanese (2022)

Achievement standard	<p>By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, 来週らいしゅうの土曜日にサッカーをしませんか。土曜日はちょっと...。 Students ask and respond to questions, such as どのぐらい、いくつ、using spontaneous language. They provide explanations, opinions and reasons, for example, by using ~思います、~からです. They maintain and extend interactions by requesting repetition or clarification and by using あいづち. They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち. Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students 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). They extend or qualify their message by using adverbs such as とくに、時々ときどき、and link ideas by using conjunctions, such as それに、だから、けれども. Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as ただいま、おかげり. They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.</p> <p>Students 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. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They 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. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より、で (purpose/by) and に (location). They use metalanguage to describe and compare language features and rules of sentence construction. They 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. They 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 コピペ. Students explain how Japanese cultural values such as the importance of community, 内うち/外そと, respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。だいじょうぶ？。</p>					
	<p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: English for Foundation-10, <www.australiancurriculum.edu.au/Japanese/Curriculum/F-10>.</p>					
Term overview	Term 1	Term 2	Term 3	Term 4		
	1. 文法の復習 <ul style="list-style-type: none"> - Reviewing Japanese and English Grammar Structures - Exploring complex Japanese sentence structures 2. て form <ul style="list-style-type: none"> - Students look at the て form of Japanese verbs and discuss how to do things. 	3. 私の日記 <ul style="list-style-type: none"> - Continue to use て form to describe things they and others are doing. - Use たい from to discuss things they want to do - Sharing their opinions 	4. 都市対田舎 <ul style="list-style-type: none"> - Discover the Geography of Japan looking at the city and countryside - Giving and asking for directions - Describing places and what they want to see and do - Give recommendations 	5. 天気 <ul style="list-style-type: none"> - Describing the weather - Use colours to provide accurate portrayals of people. 		
Cross curriculum priorities						
General capabilities						
Key to general capabilities and cross-curriculum priorities	Literacy Numeracy ICT capability Critical and creative thinking Ethical behaviour Personal and social capability Intercultural understanding Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's engagement with Asia Sustainability					
Assessment	Term 1	Term 2	Term 3	Term 4		
	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
	5	Picture Book Task	5	Diary Task	4	Directions Task
	8	Daily Routines Timeline Task	Ongoing all year	Continuous collection of evidence of learning	9	Recommendations and Reviews task
Moderation	Term 1	Term 2	Term 3	Term 4		

	Teachers moderate samples of Cultural Research task to ensure consistency of judgments.	Teachers moderate samples of reading/writing task to ensure consistency of judgments.	Teachers moderate samples of stroke order task to ensure consistency of judgments.	Teachers moderate samples of Sales Pitch to ensure consistency of judgments.
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