





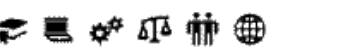
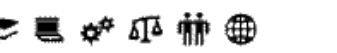
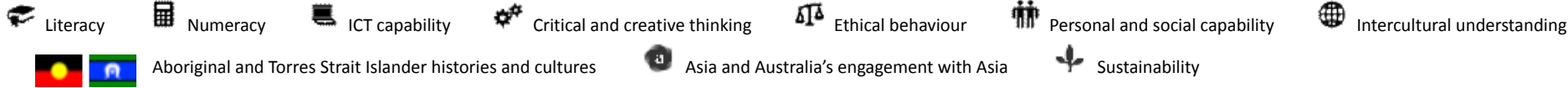


Achievement standard	<p>By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.</p> <p>Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.</p> <p style="text-align: right;"><small>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: Japanese (7-10 Sequence)</i>, <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/japanese-7-10-sequence/year-7_year-8></small></p>							
Term overview	Term 1		Term 2		Term 3		Term 4	
	1. 私のこと - All About Me <ul style="list-style-type: none"> - Discover the value of learning a foreign language and where Japan is in the world - Explore the writing systems of Hiragana, Katakana and Kanji - Learn greetings and farewells and culturally appropriate gestures and manners around greetings. <ul style="list-style-type: none"> - Discuss suffixes <i>さん</i> and <i>くん</i> and how to use them when talking to others - Learn how to introduce themselves (and others) using name, age, phone number and nationality. <ul style="list-style-type: none"> - Use hiragana and katakana for names - Learn and use number kanji for age and phone number 		2. 家族とペット - Family and Pets <ul style="list-style-type: none"> - Learn the polite and familial terms for family members. - Use knowledge from term 1 to explore talking about immediate family members including name, age and nationality. - Learn about types of adjectives in Japanese and use adjectives to describe family members. - Learn the names for different categories of typical family pets. - Learn about counters in Japanese, the counters <i>匹</i> and <i>羽</i> and how to use those counters to count typical family pets. - Describe family pets using the pet's category, name and age. - Explore describing pets using adjectives following grammar patterns used to describe family. 		3. 一週間 - My week <ul style="list-style-type: none"> - Introduced to the Kanji for months, days of the month and days of the week - Learn how to read, write and say the date in Japanese and compare it with how other cultures say the date. - Learn about Japanese festivals and cultural events - Explain when events and activities occur - Introduction to high frequency verb <i>行きます</i> and Japanese and English sentence structures and grammar. - Use knowledge from Term 1 and Term 2 in addition to new content focussing on adding co-participant to sentences to say when and who they are going to places and events such as festivals or parties with. 		4. 趣味とスポーツ - Hobbies and Sport <ul style="list-style-type: none"> - Learn the names of popular hobbies and sports in Japanese - Introduced to high frequency verbs including <i>見ます</i>, <i>よみます</i>, <i>ききます</i>, <i>かきます</i>, <i>します</i> - Describe whether they like or dislike different hobbies and sports and to what degree the like/dislike it - Talk about the level of ability for sports and give reasons using high-frequency adjectives. 	
Cross curriculum priorities								
General capabilities								
Key to general capabilities and cross-curriculum priorities								
Assessment	Term 1		Term 2		Term 3		Term 4	
	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
	3	Big Bird Assessment (Cultural)	5	My Family Assessment (Reading)	4	When do I... Quiz (Listening)	4	Sports and Hobbies Questionnaire (Speaking)
	4	Greetings Quiz	8	Pet Store Assessment (Writing)			7	Celebrity Profile (Writing)
	8	Self Introduction (Speaking)	Ongoing all year	Continuous collection of evidence of learning	8	Diary Assessment (Reading and Writing)	Ongoing all year	Continuous collection of evidence of learning
Moderation	Term 1		Term 2		Term 3		Term 4	
	Teachers moderate samples of assessment and unit booklet tasks to ensure consistency of judgments.		Teachers moderate samples of assessment and unit booklet tasks to ensure consistency of judgments.		Teachers moderate samples of assessment and unit booklet tasks to ensure consistency of judgments.		Teachers moderate samples of assessment and unit booklet tasks to ensure consistency of judgments.	