





















































Lanyon High School

Year 7 — Australian Curriculum: Japanese (2024)



Achievement standard	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. 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. 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 >							
Term overview	Term 1		Term 2		Term 3		Term 4	
	1. 私のこと - All ABOUT Me <ul style="list-style-type: none">- Discovering politeness through greetings- Learn name in Katakana, numbers in kanji, age- Explore the writing systems of Hiragana, Katakana and Kanji		2.家族とペット - Family and Pets <ul style="list-style-type: none">- Talk about immediate family members- Describe pets using adjectives,		3. 一週間 - My week <ul style="list-style-type: none">- Learn Kanji for dates and days of the week- Explain when events and activities occur- Introduction to basic verbs		4. 趣味とスポーツ - Hobbies and Sport <ul style="list-style-type: none">- Describe likes & dislikes- Talk about abilities, give reasons	
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	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.		