




















































Lanyon High School

Year 8 – 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. 毎日の生活と時間 - Describing daily routine including time, nouns and verbs - Daily activities common in Japan - Introduction to past tense verbs.		2. 食べましょう！ - Discover Japanese food, eating customs and etiquette - Discuss prices and tastes		3. 旅行をしましょう - Making travel plans. - Describing what you want to see and do. - Cultural investigations		4. どんなキャラクターですか。 - Describing people's appearance and personalities - 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	Week	Assessment instrument
	5	Verb and Particle Task	4	Price and Budgeting Task	4	Transport Types Test	6	Character Profile Task
	8	Daily Routines Timeline Task	6	Menu and Script Task	8	Travel Itinerary Task	Ongoing all year	Continuous collection of evidence of learning
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.	