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Identify curriculum	<p>Band description</p> <p>The nature of the learners</p> <p>Students are beginning their study of Japanese and typically have had little prior exposure to the language and associated culture. Many will have learnt an additional language in primary school, while some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Students' textual knowledge developed through English literacy learning supports the development of literacy in Japanese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.</p> <p>Japanese language learning and use</p> <p>Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s).</p> <p>Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.</p> <p>Students read, view and listen to a range of texts, and apply modelled language to create and present their own texts. They share grammatical knowledge and language resources to plan, problem-solve, monitor and reflect. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and to clarify meaning. They develop linguistic and cultural awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.</p> <p>Learners use a range of processes such as observing, comparing and reflecting on language use to identify how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They reflect on intercultural perspectives and on their experience of intercultural communication, exploring aspects of environment, lifestyle and social practices associated with Japanese culture and making comparisons with their own. They develop metalanguage for discussing the nature of language and culture, and monitor and reflect on their language and culture learning through discussion, journaling or contributing to shared digital spaces.</p> <p>Contexts of interaction</p> <p>Japanese is used by the teacher and learners in classroom routines, structured interactions and learning tasks. Opportunities for interaction in Japanese are also provided through a range of resources and materials. There may be interaction beyond the classroom with guests or members of Japanese-speaking communities or via digital technology or student exchanges.</p> <p>Texts and resources</p> <p>Learners work with a range of resources designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They read, view and interact with a variety of spoken, written and digital texts created for different purposes (social, informative, transactional, imaginative and expressive). Authentic texts such as advertisements, commercials, film excerpts or recorded conversations provide opportunities for discussion and analysis of the relationship between language, communication and culture.</p> <p>Features of Japanese language use</p> <p>Learners become familiar with the sounds and patterns of spoken Japanese, including pronunciation, rhythm and intonation. They identify words borrowed from English, noting differences in pronunciation and spelling. They use Japanese in classroom interactions and short communicative tasks. They participate in scaffolded activities to exchange information and complete transactions. They listen to and read texts to obtain specific details or to understand gist. Learners understand and apply rules/patterns applying to elements of Japanese grammar such as word order, simple verb forms, nouns, adjectives and particles. They understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. They use modelled examples and apply knowledge of language features to create texts for different purposes, such as informative, personal or descriptive. Students develop an awareness of different cultural perspectives. They identify words, phrases and behaviours that convey Japanese traditions and values such as politeness and humility and use these appropriately.</p> <p>Level of support</p> <p>Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Opportunities to review and consolidate learning are balanced against provision of engaging and relevant new experiences and connections. Learners rely on teacher talk, instruction, modelling, feedback, and structured opportunities for practising and understanding new language. They are supported to develop increasing autonomy as language learners and users. Support resources include word lists and dictionaries, visual organisers, images and gestures. Learners collaborate with peers in structured pair and group tasks that have clear roles and expectations.</p> <p>The role of English</p> <p>English serves two main functions in the Japanese class: it represents a point of reference for learning the new language by enabling students to compare structures, features and cultural meanings in each language, and it is used when appropriate for explanation, reflection and discussion.</p>
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	Achievement standards	<p>By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつれいします。 They comprehend and respond to familiar questions, such as だれ、何、どこ、いつ、何曜日、どんな、 and instructions, such as たって ください。三人の グループに なって ください。、 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ～は 何 ですか。十四ページ ですね。 . They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人、先生、日本、大きい、小さい、友だち、行きます、食べます . Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を しますか 。ゲームを します。), common counter classifiers (for example, ～人、 ～ひき、 ～さい), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions such as そしてandそれから . They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。 . They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.</p> <p>Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、 and conjugation of present, past, positive and negative forms of verbs. They understand and use いand なadjectives, and apply the rules of counter classifiers such as ～人、～月、 ～ひき/びき/びき. They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうず ですね。</p> <p>いいえ。、 softening responses with expressions such asちょっと or あんまり、 and using indirect forms of refusal or disagreement.</p>
	Course Organisation	<p>This band plan is for a second language learner pathway using the Year 7 –Year 10 sequence of learning.</p> <p>The <i>Australian Curriculum: Languages — Japanese</i> is banded, with content descriptions indicating the nature and scope of learning over two year spans. Teachers will need to make decisions about what aspects of the content descriptions, will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).</p> <p>The two strands — Communicating and Understanding — are interrelated in relation to language use for different purposes in different contexts. The strands and sub-strands do not operate in isolation. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. The ‘threads’ are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.</p> <p>The strands reflect three important aspects of language learning:</p> <ul style="list-style-type: none">• communication• analysis of aspects of language and culture• reflection that involves<ul style="list-style-type: none">– reflection on the experience of communicating– reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others). <p>When developing teaching and learning programs teachers should consider:</p> <ul style="list-style-type: none">• the relationship between each of the curriculum components (band descriptions, content descriptions, elaborations and achievement standards) to describe the level/expectations of language teaching and learning at a given moment in time and over time• the level of complexity at which student learning can be pitched• integrating the two strands to ensure holistic learning, including active language use and the development of related knowledge, understandings and reflective capabilities• drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for the learners in their context• developing a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support• opportunities for integration of learning between Languages and with other learning areas. <p>This band plan is organised to:</p> <ul style="list-style-type: none">• align with the <i>Australian Curriculum: Languages — Japanese</i>, which is organised in band levels for the achievement standard and content descriptions• provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to bands, and developed using the <i>Australian Curriculum: Languages — Japanese</i> content descriptions and achievement standards provide flexibility to enable schools to make decisions about implementation, based on local context and needs of students. The sequence of learning for this band plan is a second language learner pathway Year 7 –Year 10 sequence.

Teaching and learning	Term overview	1 Term – Year 7		Term 1 – Year 8		Term 2 – Year 8	
		Let’s learn Japanese! Students are introduced to basic Japanese greetings and classroom instructions. The basic Japanese Hiragana characters are also introduced and students are taught stroke order and mnemonics to assist in memorisation. The use of Katakana will be briefly examined. Students explore how to ask and give information about teenagers in Australia/Japan, Japanese dishes, their own personal details, family members, and routines. Particles か、は、を、と、の will be explained and implemented within key sentence structures.		My Busy Life. Students consolidate their knowledge of hiragana. They examine grammar patterns to discuss topics regarding telling the time, daily routines, school life, dates and seasons and school events. Students will explore how Japanese students’ daily diary and compare to Australian students’ lifestyles. Students learn to express their feelings about the subjects they learn at school, using basic adjectives. Negative and positive verbs in polite form will be utilised. Also past form of verbs. Likes and dislikes will be used to describe subjects. Particles で、から、まで、や will be explained and implemented within key sentence structures.		All about me. Students delve deeper into learning Katakana script. They examine grammar patterns to ask others about and give details regarding sporting interests, hobbies, preferences. Past and negative past verbs in polite form will be learnt and utilised. い-adjectives and な-adjectives will be examined and used to describe people, events, sports and hobbies. Students will learn to use 2 adjectives in one sentence. Particles の、が、も、で、に、から、よ will be explained and implemented within key sentence structures.	
	General capabilities and cross-curriculum priorities	Opportunities to engage with:          		Opportunities to engage with:          		Opportunities to engage with:          	
	Key to general capabilities and cross-curriculum priorities	 Literacy  Numeracy  ICT competence  Critical and creative thinking  Ethical Understanding  Personal and social capability  Intercultural understanding  Asia and Australia’s engagement with Asia					

Develop assessment	Assessment	Evidence of learning is organised in an individual folio of work. The individual folio represents an ongoing process between a teacher, student and other partners. It becomes a dynamic record of examples of the balance and range of opportunities students have to demonstrate their learning.							
		Year 7 - Term 1			Year 8 – Term 1		Year 8 – Term 2		
		Week	Assessment instrument			Week	Assessment instrument	Week	Assessment instrument
		6	Speaking Task – students prepare their own self-introduction using sentence structures covered			6/7	Speaking task: Create a monologue about oneself giving basic information or work in pairs to create a short dialogue in which information is being shared between newly acquainted people.	8-10	Macroskill test: Reading and Writing
		8-10	Macroskill test: Listening, Reading and Writing (focus on hiragana script)			8-10	Listening task: Profile of Japanese student		
Make judgments and use feedback	Moderation	Joint marking for random sample. Teachers mark tests individually. Teachers moderate samples to ensure consistency of judgments.							

	Band 7/8 LOTE: review for balance and coverage of content descriptions				
Content descriptions	Knowledge	Unit 1		Unit 2	Unit 3
	Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures	✓		✓	✓
	Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances	✓		✓	✓
	Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement	✓		✓	✓
	Locate key points of information in a range of texts and resources and use the information in new ways	✓		✓	✓
	Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms			✓	✓
	Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts				✓
	Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources			✓	
	Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions	✓			✓
	Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions			✓	✓
	Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour	✓			
	Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity				✓
	Understanding				
	Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation	✓			
	Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji	✓			
	Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity	✓		✓	✓
	Identify textual conventions of familiar spoken, written and multimodal types of texts	✓		✓	✓
	Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants	✓			
	Understand that the Japanese language both influences and is influenced by other languages and cultures	✓			
	Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages	✓			

Standards: Languages

A	B	C	D	E
The student work has the following characteristics:				
Comprehensive knowledge and understanding of language concepts, structures and processes, including an extensive range of functions, features, idioms and colloquialisms	Substantial knowledge and understanding of language concepts, structures and processes, including a wide range of functions, features, idioms and colloquialisms	Knowledge and understanding of basic language concepts, structures and processes, including the most commonly used functions, features, idioms and colloquialisms	Variable knowledge and understanding of obvious language concepts, structures and processes, and some language functions or features	Knowledge of isolated language concepts, structures or processes
Perceptive interpretation of the language system and recognition of a wide range of textual features in authentic texts	Accurate interpretation of the language system and recognition of textual features in simple authentic texts	Broad interpretation of the language system and recognition of some aspects of authentic texts	Variable interpretation of the language system and recognition of some aspects of authentic texts	Recognition of isolated aspects of authentic texts
Comprehensive interpretation, analysis and evaluation of ideas and information in familiar and unfamiliar texts	Interpretation, analysis and evaluation of ideas and information in familiar and unfamiliar texts	Essential ideas and information in familiar texts presented, including some points which may not always be relevant	Presentation of some information from familiar texts	Presentation of fragmented information
Effective and consistent identification, analysis and interpretation of cultural references and discussion of implications	Identification and interpretation of cultural references and implications	Identification and some interpretation of obvious cultural references	Recognition of obvious cultural references	Recognition of some obvious cultural references
Well-supported and well-reasoned reflection on attitudes, purpose, intention and language choices	Informed reflection on purpose, intention and language choices	Recognition of general purpose and intention when obvious within a familiar context	Superficial identification of purpose	Minimal identification of purpose
Discerning application of the language system which effectively communicates ideas and information relevant to context, audience and purpose, with a high degree of accuracy	Efficient application of the language system to communicate ideas and information relevant to context, audience and purpose, with a reasonable degree of accuracy	Application of aspects of the language system to communicate information relevant to context and purpose, although errors are evident	Variable use of the language system with frequent inaccuracies in familiar vocabulary and grammar	Minimal use of the language system, with frequent errors in familiar vocabulary and grammar
Effective and sustained communication of meaning through competent use of a range of cohesive devices and a variety of idiomatic and colloquial expressions	Clear communication of meaning, with evidence of some appropriate idiomatic and colloquial expressions and selected cohesive devices	Communication of essential meaning, with the use of some common idiomatic and colloquial expressions and basic cohesive devices which connect simple ideas	Communication of obvious meaning, although it may be disjointed and hesitant	Communication of some simple meanings, although information is fragmented and generally unclear
Comprehensive knowledge and understanding of intercultural perspectives in communication	Informed knowledge and understanding of intercultural perspectives in communication	Awareness of some significant intercultural perspectives in communication	Variable acknowledgement of cultural context in communication	Minimal acknowledgement of cultural context in communication
Analysis and reflection on learning and language choices which contribute to future learning	Substantiated reflection on language choices and learning	Relevant reflection on language choices and learning	Superficial reflection on language choices and learning	Cursory reflection on language choices and learning