

2026 Year 8 Unit Outline

Japanese

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Faculty: HaSS & Languages

Unit Duration: Semester 2, 2026

The **Australian Curriculum Achievement Standards in Japanese** focuses on the two strands of Communicating and Understanding. Students learn to speak, listen to, read and write in Japanese in a range of interactions with the teacher and one another.

Australian Curriculum Achievement Standard: This content is covered over two years.

Communicating:

By the end of Year 8, students initiate and maintain interactions in Japanese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Japanese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality to create texts. They select and use combinations of kana and familiar kanji appropriate to context.

Understanding:

Students apply the conventions of spoken Japanese and phrasing patterns to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Japanese text, using metalanguage. They reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

Unit Description:

Unit 1: Making Plans: Students will learn vocabulary and language around making plans with friends and family and describe their schedule. They will also use positive and negative verbs and be able to justify their actions to organise various activities on different days. They will compare etiquette around making and breaking plans, and the treatment of time in different cultures.

Unit 2: Eating Out: Students will learn vocabulary and language around deciding where to eat out, being seated, choosing from a menu, giving reasons for their choice, ordering and making payment. This will include learning big numbers, saying what they want to do, adjectives, and making requests. They will learn more about Japanese food, and compare the various options for eating out between countries.

Reading and Writing Unit (ongoing) – Hiragana, Katakana, Kanji and Romaji: Students will continue to develop fluency in all scripts by the end of the semester. There will continue the focus on Kanji and students will become confident in discriminating appropriately between the three scripts in written communication, and begin to understand the systematic nature of Kanji.

Achievement Standards of the Australian Curriculum:

- V9.IJ.8.01 - Uses Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. (Interpersonal Communication)
- V9.IJ.8.03 - Locates and responds to information in texts and uses non-verbal, visual and contextual cues to help make meaning. (Reading & Listening)
- V9.IJ.8.05 - Uses familiar language, and modelled sentence and grammatical structures to create texts, and demonstrates understanding of how some language reflects cultural practices. (Writing & Speaking)
- V9.IJ.8.10 - Demonstrates 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. (Intercultural Understanding)

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment: *coloured pencils/texters in at least blue, red, green, purple and yellow colours, a ruler, scissors and glue.*

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation. In Japanese students are encouraged to do 10 minutes of revision of vocabulary and script per night.

Late Work: Extensions may be negotiated with individual teachers before the due date.

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. Use of digital translation devices such as Google Translate will be treated as plagiarism (online dictionaries, however, are appropriate). If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

Week Due

Achievement Standards

1. Language Portfolio (Pairs Conversations, Quizzes, Classwork and Homework)	Ongoing	1, 2, 3
2. Reflection Journals	Ongoing	4
3. Term 3 Comprehension Test (Reading & Listening)	Week 7	2 & 3
4. Term 3 Project	Week 8	1 2
5. Term 4 Comprehension test (Reading & Listening)	Week 15	2 & 3
6. Term 4 Project	Week 17	2 & 3

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)
S	Status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the “C” grade
In ACT public schools the Australian Curriculum Achievement Standard is aligned with a ‘C’ grade. The ‘C’ grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals
A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Natalie Gastineau July 2026