



# 2024 Year 9-10 Unit Outline

## Japanese Foundation Entry



**Teacher(s):** Clare Melvin

**Faculty:** HaSS & Languages

**Unit Duration:** Semester 1, 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 10, students contribute to and extend interactions in Japanese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They select and use combinations of kana and a range of kanji appropriate to context.

**Understanding:**

Students incorporate features, conventions and phrasing patterns of spoken Japanese in informal and formal speech, to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of scripts, language structures and features, to make and predict meaning. They identify multiple readings of familiar kanji in different compounds. They support analysis of Japanese texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Japanese, to evaluate how this learning influences their ideas and ways of communicating.

**Unit Description:**

**Unit One: Festivals & Celebrations** - Students are expected to be fluent in the Hiragana and Katakana syllabaries. In this unit they will learn to communicate about when and where both Japanese and Australian festivals and celebrations occur, who celebrates them, what they do, and their significance in each culture.

**Unit Two: Daily Routine** - In this unit, students will be able to discuss and write about their daily routines, including telling the time, ordering their sentences and eventually lead into discussing their school lives with comparisons to daily lifestyles in Japan.

**Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:**

**Communicating**

1. V9.LJF.9.01 / V9.LJF.10.01 - Contributes to and extends interactions in Japanese language in increasingly unfamiliar contexts related to a wide range of interests and issues. (Interpersonal Communication)
2. V9.LJF.9.02 / V9.LJF.10.02 - Interprets texts by evaluating and synthesising information, ideas and perspectives. (Reading & Listening)
3. V9.LJF.9.04 / V9.LJF.10.04 - Creates texts, selecting and manipulating language for a range of contexts, purposes and audiences. (Writing & Speaking)
4. V9.LJF.9.13 / V9.LJF.10.13 - Reflects on their own cultural perspectives and identity, and draws on their experience of learning Japanese, to evaluate how this learning influences their ideas and ways of communicating. (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 on 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:**

	<b>Week / Date Due</b>	<b>Essential Learning</b>
1. Roll Call Quizzes	<b>Ongoing</b>	<b>1</b>
2. Vocab & Script Quizzes	<b>Ongoing</b>	<b>2 &amp; 3</b>
3. Semester Journal	<b>Ongoing</b>	<b>4</b>
4. Nikki (Diaries)	<b>Ongoing</b>	<b>3</b>
5. Classwork and Homework	<b>Ongoing</b>	<b>1, 2, 3</b>
6. Term 1 Topic Test (Listening)	<b>Week 5</b>	<b>2</b>
7. Festivals Presentation (Speaking)	<b>Week 9</b>	<b>1, 3 &amp; 4</b>
8. Term 2 Topic Test (Listening & Reading)	<b>Week 15</b>	<b>2</b>
9. Day in My Life Task (Writing)	<b>Week 18</b>	<b>3</b>

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

<b>A</b>	Demonstrating <b>excellent</b> achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
<b>B</b>	Demonstrating a <b>high</b> achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
<b>C</b>	Demonstrating <b>satisfactory</b> achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
<b>D</b>	Demonstrating <b>partial</b> achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
<b>E</b>	Demonstrating <b>limited</b> achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)
<b>S</b>	<b>Status</b> 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**

Stuart Gilding

February 2026

\_\_\_\_\_

\_\_\_\_\_