



# Australian Curriculum: Band plan 2025

## Japanese — Years 3-4

CURRICULUM	YEAR 3		YEAR 4	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
<b>Unit name</b>			Unit 8: The journey of the tale	Unit 2 A day in a Japanese school
<b>Unit description</b>			<p>In this unit, students use language to explore the different representations of characters in traditional stories.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>engage with a range of traditional Japanese stories</li> <li>explore the representation of heroes in traditional stories</li> <li>analyse and understand the systems of language relating pronunciation, and the text structure of Japanese stories</li> <li>participate in intercultural experiences to reflect on language and cultural values related to character transformations in imaginative texts.</li> </ul>	<p>In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>engage with a range of texts about school experiences in Japan</li> <li>use a range of language to discuss school experiences</li> <li>analyse and understand the systems of language relating to script recognition</li> <li>participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences.</li> </ul>

ASSESSMENT		YEAR 3		YEAR 4	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
<b>Range and balance of summative assessment conventions</b>	<b>Assessment</b>			The journey of the tale	A day in a Japanese school
	<b>Technique</b>			Extended response	Extended response
	<b>Type of text</b>			Imaginative response – Oral	Collection of work
	<b>Mode</b>			Speaking	Speaking and reading
<b>Aspects of the achievement standard V9</b>					
Students use Japanese language to initiate structured interactions to share information related to the classroom and their personal world.					
Use modelled language to participate in spoken and written activities that involve planning.					
Locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts.					
Use modelled language and basic syntax to create texts.					
Use hiragana with support, and familiar kanji appropriate to context.					
Imitate hiragana sounds, pronunciation and intonation patterns of Japanese language.					
Demonstrate understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning.					
Recognise that some terms have cultural meanings.					
Identify patterns in Japanese and make comparisons between Japanese and English.					
Understand that the Japanese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

