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TABLE OF CONTENTS

[CURRICULUM ELEMENTS 3](#_Toc95481193)

[Foundation 3](#_Toc95481194)

[Years 1–2 6](#_Toc95481195)

[Years 3–4 13](#_Toc95481196)

[Years 5–6 20](#_Toc95481197)

[Years 7–8 (F–10) 28](#_Toc95481198)

[Years 9–10 (F–10) 36](#_Toc95481199)

CURRICULUM ELEMENTS

Foundation

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| **Year level description** |
| In Foundation, Japanese language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Japanese through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of Japanese language. They participate in shared listening and viewing of texts that represent Japanese and Japanese-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that language can be represented in different ways, including the English alphabet, students’ home languages and Japanese scripts. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Japanese texts, with support. They identify that Japanese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

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|  | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| with support, recognise and communicate meaning in Japanese  AC9LJF01 | * responding to images showing different times of the day, greeting others at different times of the day, and verbalising which greeting is most appropriate and why * using appropriate forms of address and formal/informal greetings in games and everyday routines, for example, せんせい、おはようございます、ピータさん、おはよう、さようなら、バイバイ、こんにちは * copying gestures and body language, for example, bowing, using 2 hands to give and receive, gesturing to come, waving hand for ‘no’, pointing to nose to indicate ‘me’ * playing and experimenting with language through participating in songs, dances, rhymes, games and creating mnemonic devices * participating in guided group activities and simple tasks such as games, crafts and role-plays, using movement, gestures, props, toys, images and/or digital tools to support understanding and convey meaning * using Japanese for everyday routines and interactions such as the roll call, はい、います／いいえ、いません and eating, いただきます、おいしい！ * responding to spoken language and instructions through movement or creative expression, for example, counting with fingers to a number song, actions to match meaning, music, acting and miming * locating familiar key words and information in activities such as group reading, matching flashcards, drawing lines to images or objects, colouring, filling in the blanks * engaging in shared listening, reading and viewing texts and discussing reactions, themes, familiar keywords and phrases * participating in group performances (singing a song, a short skit with actions and movement, etc.) at assembly | |
| explore, with support, language features of Japanese noticing similarities and differences between Japanese and English  AC9LJF02 | * pronouncing, copying or tracing modelled kana and kanji using support material, images and mnemonic devices * playing with, and using tactile materials to create Japanese script, for example, forming kanji numbers or kana using plasticine, chalk writing on the pavement, painting with water, and making pictures out of characters to be displayed around classroom * using visual cues and prompting, noticing differences and similarities among the spoken and written English alphabet, and hiragana, katakana and kanji, for example, “Hiragana is curly looking, kanji has straight lines and different parts, hiragana sounds different from abc” * recognising symbols and how pattern systems work, understanding how sound can be represented in different alphabets, for example, during class stories, pointing to text while reading * noticing when Japanese or English is being used in the classroom and developing active listening skills * discussing familiar words of Japanese origin that they may have encountered such as sushi, karate, anime, and how these words sound and look in Japanese and English * participating in a guided group activity, with students naming some similarities and differences between Japanese and English (appearance, sound, scripts, politeness), and the teacher presenting the responses in a Venn diagram or image to display in the classroom * responding to Japanese versions of familiar children’s stories and folk tales, comparing expressions and key points in the story with English language versions, and re-enacting with puppets, props or actions | |
| explore connections between language and culture  AC9LJF03 | * acknowledging and celebrating the language and cultural diversity of others, for example, listening to the different sounds and ways of saying common expressions, or celebrating different events * participating in whole class discussions about the meaning of ‘culture’ and ‘identity’, talking about their traditions, practices and what is important to them and their way of life * noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians * using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia * recognising that Japanese is another language and understanding that it is spoken by people in Japan as well as other countries, including Australia * exploring common Japanese symbols, mascots, ゆるキャラ Yuru Chara, emblems and characters and how they relate to culture, tradition and beliefs, for example, identifying the origami crane, cherry blossoms, Samurai, Kumamon, Miraitowa, Maneki neko, kimono * engaging actively in, and sharing the enjoyment of, language, culture and texts in a range of ways, for example, listening to, and responding to stories, cultural displays and experiences * observing similarities and differences between classroom interactions in Japanese and English, for example, referring to the teacher using only せんせい | |

Years 1–2

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| **Band level description** |
| In Years 1 and 2, Japanese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Japanese to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Japanese-speaking communities in Australia, Japan and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language using single kana and high-frequency kanji, and understand that scripts represent the sounds and meanings of Japanese words. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Japanese language and culture and their own. |
| **Achievement standard** |
| By the end of Year 2, students use Japanese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some kana script and single, high-frequency kanji appropriate to context.  Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Japanese** | | **Years 1–2** |
| **Sub-strand: Interacting in Japanese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LJ2C01 | * greeting others using simple language, phrases and appropriate gestures, for example, bowing, sitting Japanese style, and taking shoes off, せんせい、おはようございます、おはよう、さようなら、こんにちは、もしもし、またあした、じゃまた、 バイバイ * using culturally appropriate titles, forms of address and levels of politeness in everyday interactions with others, for example, Smith せんせい、 Tom くん、 Alisa さん、 Belinda ちゃん、おはようございます、おはよう * following simple classroom instructions for playing games, completing work or getting ready for or finishing class, for example, ‘Sensei says’ or ‘follow the leader’ games, たってください、すわってください、みてください、きいてください、しずかにしてください。 * recognising and responding to Japanese for everyday routines and interactions such as the roll call, はい、います／いいえ、いません, eating いだだきます、おいしい、ごちそうさま, entering and leaving the class いってきます、 returning ただいま、 yes and no はい、いいえ, expressing reactions すばらしい！ かわいい！、 feelings うれしい and ownership わたしの～ * introducing themselves in a first meeting scenario using appropriate gestures such as bowing, and set language, はじめまして, last name, first name です。どうぞよろしく。、 using specific pronouns わたし、ぼく, or exchanging a created めいし and indicating self by touching nose * using modelled structures to share basic personal information (name, age, nationality, family details, etc.) ハリーです。 オーストラリア人です with others * using digital tools and rehearsed language, matching target language to pictures such as 七さいです、 かぞくは五人です。 | |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LJ2C02 | * participating in games, tasks and activities that involve guessing, matching and choosing objects such as Bingo, Snap or Go Fish, using modelled questions and responses, for example, うさぎですか。はい／いいえ。はい、うさぎです／いいえ、うさぎじゃないです。object がすきですか。はい／いいえ。 * engaging in a group くみたいそう exercise routine with a ‘leader’ repeating words and exercises, or making own routines in groups using simple words, numbers and movements * singing and responding to action songs in a group, for example, singing むすんでひらいて、 ひげじいさん、きらきらぼし、 おおきなくりのきのしたで, or practising tongue twisters 早口言葉 such as なまむぎなまごめなまたまご、 あかパジャマきパジャマちゃパジャマ and ラジオたいそう * taking part in a guided role-play or skit in a shop or at the market, for example, バナナをください。はい、５０えんです。どうぞ。ありがとうございます。 * teaching a song or simple game to a buddy class or visitors, using familiar language and actions, for example, じゃんけんぽん | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LJ2C03 | * identifying words and characters written in Japanese by matching images with words or characters to sound, for example, ‘あ’ with ‘a’ in a range of activities and texts * recognising key words and points in a variety of texts, using visual cues such as gestures and facial expressions to assist understanding, for example, listening to a teacher or older student read a book out loud and responding to questions, なに、なん、いつ、どこ and だれですか。 * listening to, and/or locating information in texts, (colour, あか、あお、しろ、くろ、きいろ, size おおきい、ちいさい and shape まる、さんかく、しかく, etc.) and using it in guided drawing, building, or collecting activities, for example, building a tower with coloured blocks in the order of colours they hear * recognising that gesture and body language are integral to communicating in language for First Nations Australians, and showing examples of how this is also reflected in Japanese, and the language(s) they speak at home * listening to a song or story with some unfamiliar language and guessing the meaning based on the context, for example, “What do you think ほんとうに might mean?” * responding to simple statements about self, friends, likes/dislikes, family and pets, for example, make a group according to statement, 六さいの人 、かぞく五人の人 * using information from print or digital texts and sequencing pictures, keywords, or simple sentences in the order that events occurred or retelling a story by creating a storyboard, diagram or digital display | |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LJ2C04 | * translating words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English or do not have a direct translation, for example, ごちそうさまでした and comparing this type of expression with other languages present within the classroom * differentiating between some formal and familiar language, for example, using おはようございます with the teacher and おはよう with classmates * creating bilingual wall charts or picture dictionaries for Japanese words and expressions that have particular cultural meaning, such as いただきます or ただいま, using images, labels and drawings * discussing respect and politeness in Japan and why titles, suffixes and formal/informal greetings are used, depending on the relationship between participants * performing simple presentations for the school community that involve both Japanese and English language elements, such as a video demonstrating culturally appropriate, formal greetings, for example, みなさん、おはようございます and explaining these elements to others | |
| **Sub-strand: Creating text in Japanese** | | |
| with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some kana and single high-frequency kanji appropriate to context  AC9LJ2C05 | * linking movement to meaning by creating a dance or actions matching spoken language or songs * using simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences, for example, おばけ、おに、かっぱ、たぬき、ようかいです。 * creating bilingual resources for the classroom, for example, collectively creating a simple class story and recording students’ voices reading the story to produce an audio file * matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia * creating and illustrating class ‘Big Books’ about familiar topics using simple, modelled structures, for example, writing and drawing favourite animals, かえるです。みどりです, and practising reading aloud * creating their own short print or digital story modelled on shared reading, for example, a だるまさんが story, with images and labels in hiragana * using simple sentence structures, familiar vocabulary and concrete materials, create an informative ‘about me’ poster or profile with images or photos to be displayed in the classroom * using some simple expressions, formulaic language and techniques to enhance texts, for example, speech bubbles, basic onomatopoeia and exclamation marks * beginning to copy/write hiragana and kanji, such as 人、木、山、川、月、日、三, and short hiragana words to create simple texts such as comic strips, labels, captions and posters * using craft items (string, rice, playdough, etc.) or digital tools (interactive whiteboard, etc.) to make, trace or copy hiragana words and kanji characters | |
| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts  AC9LJ2U01 | * singing songs or repeating language after the teacher with a focus on practising and producing the 5 vowel sounds, and the consonant plus vowel sounds, using the hiragana chart and image-based mnemonics as reference * recognising the concept of the basic unit of sound in Japanese ‘mora’: モーラ or 拍はく, for example, いいえ has 3 moras, which can be recognised as syllables in English, for example, clapping out the number of sounds in focus language, and guessing the number of syllables in a Japanese word by closing eyes and holding up one finger per syllable * understanding that the independent nasal sound ‘n’ ん has a mora of its own, for example, こんにちは * learning that statements and questions have different intonation patterns and using gestures to indicate the intonation patterns they hear, for example, the arm moving up when the intonation rises * using mnemonic devices, and also making up their own, to remember the sounds and shapes of hiragana by associating them with pictures, for example, こ for coin * understanding that one kana represents a basic unit of Japanese sound, for example, showing on the hiragana chart how each character represents one sound * understanding that when pronouncing Japanese, it is important to keep the length of each mora even | |
| recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts  AC9LJ2U02 | * recognising that a Japanese sentence is formed by using scripts and that simple statements end in です and questions end in か * understanding that Japanese uses 3 different scripts for varied purposes, and that they look different depending on word origins and context * recognising that adjectives are used to describe people, places and things, for example, matching simple adjective words to a picture, おおきい、ちいさい * applying basic stroke order, with support, when copying, tracing and writing some hiragana and simple kanji, for example, numbering strokes or using different coloured pencils * using basic particles as part of formulaic language and being exposed to particles written in hiragana * noticing that Japanese texts can be presented in different ways, for example, finding texts that are right to left then top to bottom, or top to bottom then left to right * counting in Japanese from 1–20 and using numbers with counters to express age and number of family members さい、人 * using これand か as formulaic language to ask and respond to questions such as これはなんですか。これはねこです。 * recognising some familiar kana words and kanji, for example, numbers and 象形文字 (しょうけいもじ) pictographs such as 山、川、口、目、上, and using visual and oral clues to predict the meaning | |
| notice that Japanese has features that may be similar to or different from English  AC9LJ2U03 | * recognising and naming the 3 Japanese scripts and understanding that English uses an alphabet that has different rules for writing and pronunciation * recognising that Japanese uses many loan words from English and other languages, such as ケーキ、テレビ、ピンク, and that these are written in katakana and pronounced differently in Japanese * comparing basic sentence word order and writing or saying English sentences with sentence word order in Japanese, for example, ‘The dog brown is’ or ‘I soccer play’ * reading familiar texts in Japanese and comparing text structure and language differences, for example, 'Once upon a time' versus むかしむかし, noting the presentation of texts, writing orientations, page progression and use of rhyme * brainstorming Japanese words that they may use or hear (tofu, manga, anime, emoji, tsunami, karaoke, etc.), and comparing pronunciation, and, with support, making a class poster using words in kana | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| notice that people use language in ways that reflect cultural practices  AC9LJ2U04 | * exploring the meaning of ‘culture’ and how it involves visible elements (ways of eating or symbols used in flags, etc.) and invisible elements (how people live, how they think about themselves and others, how they relate to their environment, etc.) * noticing that Japanese has different language for polite and informal interactions, for example, hearing the difference between ありがとう and ありがとうございます * understanding that learning and using Japanese language involves becoming familiar with some other ways of communicating, for example, いただきます、ごちそうさま, and also involves some ways of thinking about things and behaving that may be unfamiliar * exploring symbols used by First Nations Australians and those used in Japanese-speaking communities in a range of contexts, for example, finding out what the symbols on flags represent * understanding that culture and cultural behaviours are woven into languages and cannot be separated from them, for example, it is possible to bow without a spoken greeting in Japanese culture, but not to greet without bowing * becoming aware of Japanese ways of showing respect and politeness, and comparing with how this is done in their own language(s) and culture(s), for example, using titles such as せんせい, bowing, and accepting objects with both hands * comparing aspects of lifestyles of children living in Australia and Japan, such as ways of playing games, じゃんけん, mealtime etiquette, or addressing family members and friends | |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, Japanese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Japanese to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Japanese-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating Japanese language sounds, pronunciation and intonation. They use their literacy capabilities in English to recognise differences between writing in alphabetic and script-based languages. With support, students read and write hiragana using long vowels, voiced and blended sounds, and some familiar kanji; they locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Japanese language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours |
| **Achievement standard** |
| By the end of Year 4, students use Japanese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use hiragana with support, and familiar kanji appropriate to context.  Students imitate hiragana sounds, pronunciation and intonation patterns of Japanese language. They demonstrate understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Japanese and make comparisons between Japanese and English. They understand that the Japanese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Japanese** | | **Years 3–4** |
| **Sub-strand: Interacting in Japanese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LJ4C01 | * interacting with others in social exchanges including previously learnt greetings おはようございます、こんにちは, and asking おげんきですか, giving possible answers はい、げんきです／まあまあです。 ～さんは？ * using some formulaic expressions to express praise or encouragement, for example, in game playing, やった、だめ、じょうず、まけた、だいじょうぶ？、 たいへん、あぶない, “Oh, that was fun”, でも まけた。 “Anne さん, that was すごい！ たのしかった？、 ざんねん！” * responding to and beginning to use modelled classroom instructions to play games, completing work or getting ready for class, for example, role-playing teacher/student games, with students giving each other instructions: たってください、すわってください、かいてください、みてください、よんでください、まるになってください。 * asking for permission or clarification and using appropriate formulaic expressions and gestures to match the context, for example, すみません。もういちど, negotiating turn-taking, for example, ちょっとまって、 つぎ、Matilda さんのばん。どうぞ 。 しつれいします, when entering the classroom, おねがいします。せんせい、はいってもいいですか、トイレにいってもいいですか。 * introducing themselves using formal, spoken, modelled language and appropriate non-verbal communication such as bowing and eye contact, for example, はじめまして、わたし／ぼくのなまえは ～です。九さいです。四ねんせいです。～どしです。サッカーをします。おんがくがすきです。へびがすきじゃないです。どうぞよろしく。 * exchanging information and building vocabulary about self, friends or family using formulaic language, including simple statements and responding to questions, for example, かぞくはなん人ですか。かぞくは六人です。ペットをかっていますか。はい、ねこをかっています。くろいです。 * using modelled sentences, and participating in basic written exchanges, for example, exchanging post-it notes with familiar questions and replies おげんきですか、なまえはなんですか、どうぶつがすきですか。 | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LJ4C02 | * participating in guided tasks involving instructions and peer cooperation such as group/pair games and sports, for example, creating a dance to a Japanese song in groups, group reading activities requiring turn-taking or creating a simple role-play based on modelled language * taking responsibility for にっちょく (class helper), assisting with roll call, distributing work and commencing and ending lessons きりつ、 れい、ちゃくせき、本をだして、～さん／くんいますか。 * preparing for and contributing to shared presentations and performances such as a Japanese item for assembly or a digital presentation about a class event * planning for and conducting simple role-plays, for example, selling items such as origami or toys, using appropriate gestures, formulaic expressions and spending a set amount of money, いらっしゃいませ。これをください。いくらですか。500 円です。はい、どうぞ。ありがとうございます。 * developing language activities for peers or a buddy class, for example, playing a game of ダルマおとし, teaching the order of colours and modelling game language やった！、かった、がんばって、あお、きいろ、あか | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LJ4C03 | * accessing authentic simple print or digital text (advertisements, catalogues, menus, packaging, etc.) to locate key points of information in relation to elements such as product, number, price, target audience, and suitability to recycle * locating and translating simple texts about others, for example, cartoon illustrations of similar aged people with matching self-introduction text for students to read, translate and respond to * viewing or listening to a short weather report, recognising key words such as days of the week, 月よう日はくもりです, and drawing pictures to match the weather * learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Japanese * developing strategies and processes to locate key points of information in texts through the use of pictures, clues, diagrams and recognition of familiar key words, for example, viewing a story and noting words they recognise and inferring key messages * viewing or listening to a simple text such as a song or story, recognising and using key words to experiment and play with making their own sentences, わたしの／ぼくのしゅみはからてです。 * using print and digital tools to gather and respond to information about one another’s home lives and activities, for example, conducting surveys on pets, sports, families, likes and dislikes, and then using graphs or images to display the results | |
| develop strategies to comprehend and adjust Japanese language in familiar contexts to convey cultural meaning  AC9LJ4C04 | * explaining features of Japanese language protocols such as the use of formulaic expressions, for example, いってきます、ただいま, basic counter classifiers, and the indication of politeness by using です and ます * noticing differences in the ways in which Japanese, English and speakers of other language communicate, for example, noticing differences in communication with young children, unfamiliar adults or elderly people おはよう and おはようございます, the absence of a suffix after a family member’s name, and different pronouns * creating a word bank or class book with Japanese words and expressions that do not translate easily into English, for example, よろしくおねがいします、いただきます、いってきます、がんばって * taking on the role of a character from a story or situation and creating and presenting a skit, song or rap to convey language and cultural information using non-verbal and verbal communication, for example, crossing hands over chest to indicate ばつ (wrong) in a role-play * using a familiar text as a stimulus to complete a role-play with their own creative input, for example, role-playing a Japanese folk tale, changing the main characters and items to suit their own preferences | |
| **Sub-strand: Creating text in Japanese** | | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, hiragana with the chart as support, and familiar kanji appropriate to context  AC9LJ4C05 | * creating imaginary animals or anime-style characters and presenting them through performance, digital display or visual representation, cartoon, puppets, for example, こちらはかっぱです。みどりです。川がすきです。目が大きいです。 * creating short bilingual versions of familiar texts such as songs, picture dictionaries, captions for images and displays or photo stories * creating a chart, diorama, page of a ‘Big Book’ or digital presentation to showcase elements of their Japanese language learning to others * creating simple descriptions in Japanese and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia * creating and/or presenting a set of simple written instructions or steps for a peer or the class to follow, for example, drawing an imaginary character or monster, 一ばん:くちをかいてください、おおきいです。二ばん:みみをかいてください、ちいさいです, etc. * creating informative texts, for example, describing themselves, family members or friends, and identifying relationships such as お母さん, using modelled language and support resources, お父さんのなまえはケンです。やきゅうとおんがくがすきです。やさしい人です。 * incorporating onomatopoeic sounds or expressions such as ワンワン、モグモグ、やった！、たいへん、あれ？、がんばって！ into written and spoken texts to enrich texts and entertain others, for example, using speech bubbles, captions and simple expressive interjections * using digital tools to label aspects of their daily routine and home life (captions, speech bubbles, etc.), including expressions of time, for example, depicting waking in the morning with a clock displaying 七じ and the words おはようございます * creating scaffolded texts using hiragana, including use of diacritic marks, long vowels and blended characters as formulaic language, as well as some kanji relevant to the context such as 大、小、犬、本、水, etc. | |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use modelled combinations of hiragana sounds, pronunciation and intonation patterns of Japanese to form words and phrases  AC9LJ4U01 | * recognising that there are 5 vowels (a, i, u, e, o) and 19 distinct consonants in Japanese (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and that vowels can be attached to most consonants to produce a kana * recognising sounds and pronouncing hiragana characters and words, including some long vowels, for example, おとうさん、大きい, voiced sounds, for example, かぞく、たべます, and blended sounds, for example, きょう、でしょう, with reference to support resources * applying some differences in pronunciation of English and Japanese versions of loan words such as バナナ、ペット、サッカー in spoken texts * recognising some variations in intonation, for example, rising intonation when a question is being asked or when something is an instruction or command, and using these intonation patterns in their own speech * noticing some familiar kanji that may have more than one ‘sound’, for example, 日、人 * understanding that hiragana characters can be combined to represent words, learning how to use the chart, and recognising hiragana as a systematic framework for reading and writing * recognising the concept of the minimum unit of rhythm in Japanese ‘foot’ or フット and that one foot in Japanese consists of 2 moras, for example, ごちそうさま is pronounced as a 3-foot word ごち・そう・さま | |
| recognise Japanese language conventions, some kana and kanji rules, simple grammatical structures and basic syntax in familiar texts and contexts  AC9LJ4U02 | * recognising and using the rules of simple Japanese word order (subject+object+verb/copula) with support * developing understanding of present tense ます form with particles を and に, for example, ぶどうをたべます、がっこうにいきます, and beginning to use in texts * describing people, animals, places and things using adjectives or adjective-noun phrases, for example, おいしいです、おいしいもも * understanding that there is a stroke order and that there are rules for kana and kanji, and practising numbering strokes in order when writing characters * recognising the function of, and using some particles in sentences, for example, は after the subject, の to indicate ownership, か for questions and が in formulaic expressions such as がすきです * recognising some Japanese writing conventions and different ways of presenting texts, for example, observing layout, direction, the use of squared paper and punctuation, たてがき, よこがき * recognising and using basic counters in Japanese for different purposes such as expressing quantity and time, for example, ～人、～才、～月、～じ、はん and counting from 1–100 * seeking information using question words within modelled sentence structures, なに、なん、いつ、どこ and だれ and the sentence-ending particle か, for example, なにがすきですか。なん才ですか。なん人ですか。いつですか 。 * noticing the systematic and logical nature of Japanese grammar, writing and the kana charts, and using this knowledge to support learning * developing metalanguage for communicating about language through the use of correct terminology for parts of speech (noun, verb and adjective) | |
| recognise familiar Japanese language features and compare with those of English, in known contexts  AC9LJ4U03 | * discussing the sounds of Japanese language compared with English, noticing limitations when writing some borrowed words and the need to adapt, for example, adjusting to the absence of the ‘l’ and ‘r’ sound when writing names in Japanese * creating a Japanese and English comparison table, graph, poster or graphic to display language differences, for example, producing a chart to show scripts, word order, conventions, grammar, and pronunciation * applying literacy knowledge in English, or other known language, to recognise different elements in texts that contribute to meaning-making, for example, examining the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon; or becoming punctuation detectives and finding elements in a text * recognising features of familiar genres of Japanese texts, (picture books, digital books, etc.) and reading shared text and noticing elements such as punctuation and layout, and comparing these with the way English is organised in similar texts | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| identify connections between Japanese language and cultural practices  AC9LJ4U04 | * exploring additional elements of ‘culture’ (what is valued in different communities, contexts, environments, different approaches to teaching and learning in school, etc.), and understanding formulaic expressions and terms that reflect cultural values, for example, きをつけて、おそうじじかん、 きゅうしょく * recognising and practising common language and behaviours that reflect Japanese culture and traditions, for example, when viewing excerpts from digital texts, listening for key words and familiar phrases and interpreting cultural expressions and behaviours, and ways of accepting compliments or praise in Japanese by saying いいえ instead of ありがとう, expressing humility and respect by not going first or not using さん for self * noticing and comparing their own and others’ ways of communicating, identifying any elements that reflect cultural differences or influences of other languages, and considering different interpretations, for example, noticing differences between Japanese and Australian-English language used in certain social situations, いただきます、ご ちそうさまでした, before and after meals, and ただいま、おかえりなさい * exploring representations of information such as symbols used in cultural expressions of First Nations Australians, and making connections with those of Japanese language and culture * learning to discuss culture and language by responding to prompt questions, for example, “What do you notice?”, “Why do you think that …?”, “How is this similar/different …?”, or using thinking strategies, “I used to think/now I think” * discussing the importance of respect and politeness in Japanese culture, for example using specific titles, gestures and language, and noticing that the suffix さん can be used with anyone, regardless of gender, age or status * noticing how politeness, humility and respect are conveyed in different ways in Japanese language and behaviour, such as how body language and gestures can replace words, for example, bowing as an apology or as a request to be excused * understanding that language used in particular interactions can vary between cultural contexts, for example, noting the use of titles/suffixes in Japanese さん、せんせい、ちゃん、くん | |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, Japanese language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Japanese to exchange information and ideas relating to their interests, school and local environment, and engage with Japanese-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.  Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. With support, they use their knowledge of hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, to identify Japanese language structures and features. They apply knowledge of stroke order in writing and recognise katakana, developing their understanding of the relationship between hiragana, katakana and kanji in texts. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment. They use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use hiragana and familiar katakana and kanji appropriate to context.  Students apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese. They compare language structures and features in Japanese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Japanese** | | **Years 5–6** |
| **Sub-strand: Interacting in Japanese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LJ6C01 | * conversing with others using greetings, culturally appropriate formulaic expressions, inquiries and simple questions, for example, しつれいします、こんにちは、おげんきですか、きょうはどうでしたか、たいへんでした、しゅうまつに何をしましたか。サッカーをしました。 * communicating with others using a range of strategies (active listening skills, turn-taking cues, requests for clarification, using respectful language, etc.), for example, はい、そうですね、いいですか、たのしかった、～さんのばん * using appropriate language, actions and gestures to participate in interactions such as interrupting or asking for clarification or permission using formulaic expressions, for example, 先生、 すみません。 ちょっとわかりません。ゆっくり (おねがいします) 、 おそくなってすみません、～をつかってもいいですか。 * using and identifying basic あいづち、for example, へー？、うん、はい、うそ！、すごい, during a supported sustained conversation in pairs or groups, and responding with appropriate interjections and body language such as nodding * conducting じこしょうかい using familiar expressions, body language and gestures, and requesting information, for example, たんじょう日は～月です。～からきました。かぞくは六人がいます。でんわばんごうは～です。ペットは犬です。しゅみは～です。 ～さんは？ * recounting and exchanging information with one another, or with other Japanese-speaking students, about school or home routines, leisure activities, interests or preferences, popular culture or sport, for example, サッカーをします か。いつしますか。土よう日にサッカーをします。サッカー がすきですか。ぼくもすきです。土よう日にともだちとうみに行きました 。 * exchanging simple correspondence such as greeting cards and messages based on modelled language おたんじょう日おめでとうございます。あけましておめでとうございます。おかあさん、ありがとう。～へ～より | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LJ6C02 | * stating preferences in a range of activities and interactions using がすきです and reacting to others ほんとう？すきじゃないです, or responding to どちらがすきですか to express preference between 2 things * taking on different roles and responsibilities in the classroom とうばん such as recycling monitor, calling the roll, identifying the date, describing the weather or giving instructions, for example, 本をください、ノートをだして、かみをリサイクルしてください、 きりつ、れい、ちゃくせき, using appropriate gestures * participating in an activity for an assembly, school or class event or performance, using language related to place, people, items, time and numbers and creating promotional materials, for example, producing a poster or video to encourage recycling, ペットボトルをリサイクルをしてください。 * conducting digital or real shopping expeditions, (using online catalogues and menus, comparing prices and values, discussing intended purchases, etc.) using formulaic expressions such as ちょっとたかいです。でも、 かいたいです。 * creating a skit, performance or action game to share with a buddy class to teach aspects of Japanese language and culture, for example, introducing hiragana, individual words or expressions or behaviours, such as bowing appropriately or receiving a gift with 2 hands * responding to and using classroom instructions to lead games, complete work or get ready for class, for example, role-playing teacher/student games with students giving each other instructions; たってください、すわってください、かいてください、みてください、よんでください、きいてください, leading younger learners in an うんどうかい event or game | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LJ6C03 | * identifying and responding to language and cultural points of information in authentic texts (advertisements, letters, conversations, brochures, announcements, etc.), for example, decoding and ordering from a Japanese menu, finding a particular greeting on a card, or recording a phone number or the time * accessing, organising and presenting information relating to aspects of Japanese culture (fashion, places in Japan, festivals, etc.) using supporting resources and providing a structured summary, for example, ふじさんです。たかいです。そして、ゆうめいです。かざんです。 * listening to a simple community announcement, such as a weather forecast for the week, and then writing an informal short message to a friend, for example, using modelled sentences to invite a friend to play, 土よう日ははれです。こうえんに行きましょうか。たのしいです。十じに行きます。 * listening to, or viewing First Nations Australian author’s stories, and responding to them using words, formulaic expressions and modelled sentences in Japanese * inferring details, for example, listening to a conversation and inferring who is speaking depending on the formality of the language or viewing a clip of a shrine visit and answering questions including どこ、だれ、どうして、いつ、なに to interpret cultural practices * extracting key points from a range of spoken, written or digital texts on topics such as healthy eating, school lunches, home or school routines, and discussing findings and comparing opinions, for example, 日本で子どもはがっこうのそうじをします。オーストラリアの子どもはがっこうのそうじをしません。 * using a range of print and digital tools, surveying and compiling simple information about others’ interests and preferences (favourite things, leisure activities, etc.) and presenting findings in a range of formats (flowcharts, graphs, diagrams, oral presentations, etc.) | |
| apply strategies to interpret and convey meaning in Japanese language in familiar spoken, written and non-verbal cultural contexts  AC9LJ6C04 | * collecting, using and explaining Japanese words and expressions that do not readily translate into English, such as おかえり、いらっしゃいませ、ごちそうさま、たいへん、げんき、がんばって, and katakana words and Japanese words used within their own language(s), for example, understanding the origin of the word ‘tsunami’ * recognising that some Japanese words can be made more or less formal with slight changes, for example, understanding that お can be placed in front of はし、なまえ and べんとう to suit the context and audience * using strategies, such as accessing a bilingual dictionary, online translators, resources and applications, or creating their own word banks, to assist with interpreting and conveying meaning, considering relative advantages or limitations of each resource * acting out a situation or scenario and responding appropriately using non-verbal and verbal forms of communication, for example, role-playing an earthquake or tsunami drill, a lunch scene in a Japanese school, or cheering at a sports day * performing a role-play or skit for a class or assembly, using Japanese for the performance and English for supporting explanations, for example, performing a skit in Japanese and explaining it afterwards in English, or performing an assembly where the host speaks in Japanese, and English subtitles are displayed on a screen for the audience | |
| **Sub-strand: Creating text in Japanese** | | |
| create and present informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, textual conventions, and hiragana and some familiar katakana and kanji appropriate to context  AC9LJ6C05 | * producing a rap, song or haiku poem that involves experimentation with rhyme and rhythm, for example, completing a cloze activity where groups take responsibility for different verses incorporating their own language, rhyme and gestures to support meaning * creating a presentation about an imaginary experience, such as a dream trip to Japan, using the polite form past or present おおさかに行きました。しんかんせんで行きました。きれいなしろをみました。 * constructing and presenting bilingual texts, for example, writing a short story about another student, and then reading it to them, こちらはメリさんです。六さいです。一ねんせいです。アイスクリームがすきです。むしがすきじゃないです。 * creating a class print or digital poster, locating and describing in Japanese, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia * producing and presenting picture books/’Big Books’/mini-books or short scripted scenarios for other students, incorporating elements of Japanese language and culture that are likely to be unfamiliar, engaging or challenging * designing and presenting an advertisement for a sustainable, environmentally friendly product likely to appeal to their age group, for example, designing a reusable cutlery or bento set, and presenting the idea using a range of words such as エコ、リーサイクリング * using familiar and modelled language to create informative texts, such as a photo story, ebook or personal profile, for example, profiling a member of their family or friendship group * developing understanding and applying some features and conventions of familiar texts, for example, experimenting with set expressions and language devices such as rhyme, rhythm, imagery, and onomatopoeia, to entertain and engage target audiences * planning and creating texts (charts, posters, story boards, menus, etc.) and experimenting with the use of hiragana, diacritic marks, long vowels, double consonants and blends, and some topic-specific kanji and katakana words such as 見、行、百、上、スーパーマーケット、クリスマス、チョコレート, etc. * creating a school profile, using appropriate digital tools, for a specific audience, for example, producing a profile that includes information about subjects, lesson and break times, points of cultural difference and key events for an exchange student group or partner school | |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of combinations of hiragana sounds, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LJ6U01 | * pronouncing all the sounds in the kana chart, including voiced and unvoiced sounds, combined and long vowel sounds, and double consonants, for example, きって and りょうり * recognising and discerning differences in hiragana sounds, for example, たて versus たって * using the kana chart as reference, pronouncing some common katakana words, and using them in texts, for example, アイスクリーム、インターネット * noticing the relationship between stress, pacing and meaning, and using appropriate intonation patterns for familiar language to exclaim, make a statement or ask a question, for example, demonstrating fluency in a paired speaking activity or reading a familiar story aloud, or drawing lines going up or down to indicate intonation in questions and statements * building knowledge of kanji, including their origin from China, common radicals and compounds, and understanding that some of the same kanji can be pronounced differently when combined with other kanji, for example, 人、にん and じん * understanding the use of furigana as a reading and pronunciation aid * recognising that the hiragana used for some particles does not match its pronunciation, for example, ‘wa’ for は, ‘e’ for へ, ‘o/wo’ for を * experimenting with using a keyboard with romaji input settings to type words or short sentences, and choosing matching hiragana or kanji appropriate to context | |
| use knowledge of modelled grammatical structures, formulaic expressions and writing system rules to compose and respond to texts using appropriate punctuation and textual conventions  AC9LJ6U02 | * identifying and using elements of different sentence structures including location words, prepositions, 上, 下, directions and the use of particles in modelled structures, for example, しんかんせんで行きました、えんぴつは つくえの上です。 * with support, using present/past/negative verb forms, for example, のみます、たべます、見みました、行きません to describe actions and recount events and experiences in time * using picture/word flashcards to sort or display on a student-created word wall, recognising that there are 2 groups for adjectives, い and な, and using both types of adjectives to describe a range of nouns, for example, きれいなはな、かわいいねこ * deepening their knowledge of, and practising basic kana and kanji stroke order, for example, recognising the order from top to bottom, and left to right, that horizontal goes first, and boxes are 3 strokes, etc. * understanding and using a range of particles in simple compound sentences, for example, へ、 で、に、を、と、も and exploring the use of が／に あります／います to refer to inanimate/animate objects * understanding and using some conventions associated with げんこうようし, for example, considering the size of small characters, the position in the square and punctuation marks such as まる * using some counters in Japanese, for example, ～人、～才、～ぴき ／ ひき／びき、～月、～日、～円 and understanding Japanese numerical place order: 一、十、ひゃく、せん、まん * using language such as これ、それ、あれ、どれ, and conjunctions such as そして、それから, to link and sequence ideas in modelled oral and written language tasks * recognising the systematic nature of Japanese scripts and grammatical rules, creating personal notes and resources, and applying these to generate new language for a range of purposes * applying the language features of different types of texts, for example, using appropriate wording when opening and closing emails, letters or simple phone conversations, for example, ～さんへ、～より、もしもし * recognising the order for writing the components of the date and time in Japanese, for example, 年、月、日、～よう日、 ～時、～分, and incorporating into texts | |
| compare some Japanese language structures and features with those of English, using some familiar metalanguage  AC9LJ6U03 | * expanding metalanguage for communicating about language, using the correct terminology for parts of speech (noun, verb and adjective), and additional terms such as pronoun and conjunction, for example, identifying parts of speech in a reading text * discussing why some words are written in katakana and why these words cannot be pronounced identically to the original language they were borrowed from, for example, オーストラリア, and trying to spell some words using katakana chart * identifying different parts of speech, for example, indicating the adjective or verb conjugation pattern in a sentence and translating sentences word for word to compare differences in word order and punctuation (subject+object+verb. versus subject+verb+object), for example, circling or colouring different parts of speech in a sentence * comparing features of familiar genres of Japanese texts (picture books, digital books, games, video clips, songs, etc). for example, reading shared texts and noticing and comparing grammatical elements such as the use of tense, word order and sentence structure * understanding the Japanese number system and comparing with other numerical systems, 一、十、百、千、万, including reference to the use of the そろばん (abacus) versus calculators | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LJ6U04 | * using the cultural ‘iceberg model’ to identify and examine the visible and invisible aspects of their own culture(s) and identity, and Japanese culture(s) and identity * identifying common events, celebrations and commemorations in their own culture and Japan; considering the basis of these events, (family, community, country, history, religion; identifying and making connections, etc.), for example, examining why ANZAC day and Heiwa no Hi are commemorated * imagining potential challenges for a visiting Japanese student spending time in an Australian home or an Australian student visiting Japan; identifying phrases, expressions and behaviours that may need explaining; demonstrating through text or role-play instances of intercultural miscommunication, for example, considering the challenges of bath time, the use of personal space or volume of voice that may appear inappropriate, and expressions such as “Please help yourself” * exploring how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities with and differences from an aspect of the cultural expressions of Japanese-speaking people or communities * understanding that people ‘translate’ intercultural experiences in different ways depending on their cultural perspective, recognising the validity of different perspectives and questioning notions of ‘right’ or ‘wrong’, for example, viewing digital image of someone asleep on a train, or lifting and drinking directly from a bowl * explaining how Japanese language and behaviour demonstrate values and traditions, for example, considering a reluctance to volunteer or compete for attention in class, the response to compliments じょうずですね。いいえ, prioritising others rather than self おさきにどうぞ, and instead of giving a clear “no” answer, being vague, ちょっと … * appreciating cultural backgrounds and perspectives, for example, understanding perspectives of the group versus the individual, school lunch in Australia and Japan, and gratitude and humility * considering how Japanese language and interaction patterns are based around familiar routines such as mealtimes, and how greeting others reflect values associated with respect and caring for others, for example, using formulaic expressions such as いただきます。いってきます。いってらっしゃい。ただいま。おかえり。 | |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, Japanese language learning builds on each student’s prior learning and experiences. Students use Japanese, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers.  Students use all hiragana and katakana, including elongated vowels, double consonants and contractions. They access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| 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.  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. |

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| **Strand: Communicating meaning in Japanese** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Japanese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LJ8C01 | * responding to information phrased in different ways, for example, いくつですか versus 何才ですか、or recognising informal questions using intonation clues such as 何才？and adjusting informal/formal response * using language more spontaneously to show interest in, praise, respect and concern for others, for example, using respectful language for agreeing or disagreeing with views, ほんとうに？、そうですか、わかります、 and すみません、もういちど おねがいします、ちょっと…、すごい、すばらしい、がんばって and ええと to indicate thought * using a range of classroom-related language to participate in class activities (word, board, digital games, etc.) with phrases such as 私のばん、みぎ、ひだり、ざんねん、つぎは だれ？～さん、 enquiring about and describing the prepositions, for example, ワークシートはどこにありますか。テーブルのうえにあります。 * sustaining interactions through the spontaneous use of formulaic language and あいづち to express feelings and reactions, for example, あー、ほんとう？つかれた、えー、むずかしい、たのしかった、できた, using cohesive devices to sequence and elaborate on ideas, for example, 土よう日にかいものに行きます。だから、はやくおきます, using vocabulary associated with sequencing such as さいしょに、つぎに、それから、そして * sharing and requesting personal information with others, and/or with real or imagined visiting students from Japan or a partner school, for example, スポーツ、好きなもの、友だち、べんきょう, using culturally appropriate gestures and a variety of sentence structures * engaging in various modes of communication with local and global peers about shared interests and experiences, for example, sport, food, study, music からてをしますか。いいえ、でも、からてが好きです; sharing opinions and expressing preferences, for example, すうがくはむずかしいとおもいます／です; recounting experiences, for example, holidays/events だれとパーティーへ行きましたか、; sharing and comparing information about teenage life, for example, daily routines and responsibilities 私は友だちとバスでがっこうへ行きます。 * interacting via different modes of written communication in print and digital form, for example, letters, text messages and emails, to exchange personal information, views or feelings はい、十時にあいましょう、～はいいですね、～はすこしこわい！ | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LJ8C02 | * using a range of formulaic expressions, anticipating and resolving differences in opinion or preferences by eliciting the opinions of others ～さんはどうですか、じゃ、～したらどうですか, and seeking permission, for example, ロッカーへ行ってもいいですか、テストはいつですか。 * responding to a scenario to solve a problem as a team, such as a breakdown in communication, or an environmental issue, taking on different roles and responsibilities, then reflecting on the process and what they may have done differently * planning tasks involving authentic or simulated transactions which involve negotiating and making shared decisions, for example, planning social/cultural events or holidays, purchasing goods and role-playing scenarios related to travelling in Japan, 月よう日に日本のレストランに行きましょうか。月よう日は、ちょっと… 火よう日はどうですか。 * considering and clarifying options (size, colour, quantity, etc.) when buying, ordering and selling, for example, この T シャツは L サイズですね。ちょっと大きいです。M サイズをください、ゲームが／をかいたいです。二千円です。どれが一ばん安いですか。 * collaborating to develop a digital presentation, brochure or poster to promote Japanese learning, deciding what is important, the language they need to use and how best to present the information to a target audience | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LJ8C03 | * accessing information from a range of authentic and/or modified texts across a range of modes and text types, for example, viewing signs, weather reports, print advertisements, menus, packaging, brochures, websites, and phone messages, and obtaining, interpreting and evaluating information, opinions and ideas * responding to both factual (newspaper, article, journal, etc.) and imaginative texts (songs, stories, films, 昔話, videoclips, etc.), for example, identifying favourite elements or characters, writing reviews, creating a sequel/alternative ending * synthesising a range of informative texts and personal opinions to draw out key information in order to respond appropriately in Japanese, for example, inviting a friend to holiday/cultural events, reflecting on an imagined or real experience, reviewing a video/article * listening to, reading or viewing First Nations Australian author’s stories and responding to them in spoken or written Japanese * engaging with authentic Japanese commercials, video clips, songs, or cartoons and using known key words, visual clues, context, target audience, and prior knowledge to help infer meaning and guess the main idea, gist and purpose * interpreting key details and taking notes from a range of texts and recording a simple summary of essential information, for example, viewing or listening to another student’s school routine, then creating their weekly timetable * conducting surveys or interviews with others on familiar topics such as hobbies, studies, social media and opinions about issues, and presenting information in chosen formats (written, digital, etc.), for example, 六十%の人はおなじいけんです。 | |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Japanese language in familiar and some unfamiliar cultural contexts  AC9LJ8C04 | * comparing translations of short Japanese texts (signs, conversations, audio messages, digital texts, etc.) and identifying their tone and style and other language features and how they influence meaning * listening to informal spoken language that may have deviations from ‘correct’ grammar including changes in word order and omissions of words, and predicting meaning or noticing differences between written form * becoming aware of instances where direct translation is not possible and explaining the reason why or reflecting on some challenges of transferring meaning between languages, and how some things may be lost in translation, for example, explaining why ‘good luck’ does not accurately translate the term がんばってください * reading a short text in Japanese and responding orally, adjusting language appropriately, for example, reading a letter about proposed changes to school rules or uniform, then responding in a speech to be delivered to peers | |
| **Sub-strand: Creating text in Japanese** | | |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, textual conventions and features, and combinations of kana and familiar kanji appropriate to context  AC9LJ8C05 | * inventing the next scene, a new character or an alternative ending to a Japanese story, drama or film script * creating imaginative texts and experiences across a variety of modes to share with others, for example, creating plays, narratives, songs and poems in intercultural contexts which reflect cultural behaviour * producing bilingual texts (conversations, captions, stories, messages, letters, instructions, subtitles, etc.) for specific purposes and audiences, considering language that may not translate directly * creating a print or digital poster in Japanese to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * constructing texts to entertain younger audiences, for example, audio ‘Big Books’, puppet plays, cartoons or short video clips, selecting language, rhythms and images that enrich the visual or listening experience * using a range of familiar language in contextually appropriate ways to suit the audience and purpose, for example, writing a simple email to a host family, writing a simple narrative for children of different age groups, writing a script for how to answer the phone, and comparing with similar texts in English * creating informative texts, such as a brochure about a Japanese cultural event, sustainability efforts, or a ‘zero-waste’ town, for example, ゆきまつり、おしょうがつ、はなみ, Kamikatsu town, rubbish sorting, with factual and interesting points * understanding and using features and conventions of familiar texts (emails, conversations, speeches, stories, songs, etc.), noting how they are typically constructed, and how emotion is expressed, for example, writing dialogue, composing an editorial, びっくりしました！ざんねんでした、よかった、マジで？ * creating texts, selecting hiragana, katakana, including elongated vowels, double consonants and contractions, as well as high-frequency kanji for verbs, for example, 立ちます、出ます、来ます, nouns, 先生、父、母、今日、 語、何, adjectives, 早い、好き、安い, etc. and the pronoun 私 * using elements to enhance textual cohesion, such as paragraphing or conjunctions to sequence and link ideas and maintain the flow of expression, for example, それで、それに、だから * creating an introduction to the school and/or neighbourhood for Japanese-speaking visitors using appropriate digital tools, and including timetable information, a labelled map, staff lists, and the school rules | |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of conventions of spoken Japanese and phrasing patterns to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LJ8U01 | * accurately pronouncing all combinations of kana, including voiced and unvoiced elements, and all combined sounds (contractions and blends) * understanding how to make some appropriate pauses and allowing for interjection, for example, dividing up a sentence into cohesive chunks to allow for the use of simple あいづち, for example, うん、そうですね。 * using available combinations of katakana to experiment with Japanese pronunciation of unfamiliar loan words, for example, ホワイトボード * understanding the connection between written representation of tone and emotion and verbal expression, for example, observing how particle use shifts tone as well as meaning そうですね、そうですか。 * approximating unfamiliar words in katakana by applying an understanding of Japanese sound and recognising 2 ways of reading some kanji: a ‘Japanese way’ (a kun-yomi) and a Chinese way’ (an on-yomi) * using furigana to support the reading of unknown kanji * recognising that in the copula です, and the verb suffix ます, the ‘u’ is devoiced in normal speech * applying knowledge of the sounds of Japanese by using a keyboard with romaji input settings to type sentences and short paragraphs, selecting hiragana, katakana or kanji appropriate to context | |
| apply understanding of grammatical structures, expressions and writing system rules to compose and respond to texts  AC9LJ8U02 | * using a range of simple and compound sentence structures in Japanese, understanding that word order of noun phrases is flexible as long as particle use is correct, and sentences end with a verb/copula: subject は noun です。, subject は adjective です。, subject は personと means で object/place を／に／へ verb ます, etc. * using a range of familiar verbs in the present and past, including both positive and negative, for example, 行きます、見ません、食べました、聞きませんでした * using い and な adjectives in the present tense, for example, おいしい、たのしい、しずかな、 and negative forms, for example, たかくない * comprehending the role of different scripts (hiragana, katakana, kanji) to represent meaning depending on context (katakana – loan words and sound words; hiragana supporting kanji through furigana and okurigana) and applying multiple kana and kanji stroke order rules * understanding and using a range of particles to perform different functions, including ～から～まで (from, as far as, until, distances) sentence-ending particles such as か、よ and ね * using げんこうようし (typed or hand written), appropriately to compose and respond to texts, for example, considering the size of small characters, the position in the square, starting new paragraphs, numbers, writing a title and name, and placing of punctuation まる(。) and てん(、) * increasing precision of expression by incorporating specific counter classifiers, for example, ～時、～分、～つ、～まい、～本, superlatives 一ばん好きです, and adverbs as formulaic expressions 早く、おそく * creating cohesion, sequence, flow and adding detail by using conjunctions そして、それから、でも, adverbs まい日、ときどき、とても, and linking nouns and adjectives おいしくて、母と * recognising the systematic nature of Japanese adjective and verb conjugation, creating charts and tables for reference, and applying this knowledge in creating texts * adjusting and using a range of suffixes depending on the relationship さま、先生、ちゃん、さん、あなた、お姉さん and grouping suffixes たち | |
| reflect on similarities and differences between Japanese and English language structures and features, using metalanguage  AC9LJ8U03 | * applying knowledge of metalanguage to discuss in English and deepen understanding of Japanese language and increase control of grammatical concepts and language elements such as adverbs, particles, pronouns * reflecting on similarities and differences between Japanese words used in English, and borrowed words from other languages, for example, café, guru, siesta, paparazzi, anonymous, and why languages use loan words * demonstrating understanding of differences between Japanese and English language features, for example, using ‘and’ in English for connecting verbs, nouns, and adjectives, and in Japanese using て form, と／や and くて／で respectively * comparing and contrasting the structures of a variety of authentic community texts in Japanese and English, and exploring how the audience, purpose and context influence each language version * applying the language features of different types of texts, for example, using appropriate wording when opening and closing emails, letters or phone conversations, for example, ～さんへ、～より、もしもし and comparing these to conventions used in English | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LJ8U04 | * understanding the interconnected nature of language and culture and how they influence each other over and in time, for example, the introduction of foreign words from other languages into Japan パン、ズボン and pop-culture references, J-pop * recognising elements of identity that are important across all cultures, for example, making connections with celebrations common in Japan and in the culture(s) of classroom members, and grouping them according to family, community, Country and Place * explaining language used in Japanese interactions that reflects humility or deference, and avoids conflict, for example, recognising expressions used to refuse or deflect praise of self or family, or to defer to others and, indirect or softened language, for example, もうすこしがんばりましょう。 * examining how First Nations Australians’ connections to social and physical environments can be compared with Japanese-speaking peoples’ connections to nature and respect for the natural environment * understanding how cultural values are reflected in language and actions to express identity, for example, kinship terms, expressing consideration and respect どうぞ、どうも、 and belonging うち／そと * understanding how Japanese language use can vary depending on age, status, relationship and level of familiarity between participants, for example, 母／お母さん、さま、さん、ちゃん, avoiding あなた when showing politeness, and incorporating into their own practices * focusing on a particular expression or gesture, such as giving with 2 hands and receiving politely, or exchanging めいし, inferring what this might tell us about Japanese people and culture, using, for example, “I used to think…, now I think…”, class discussion, reflecting on the experience of using Japanese expressions, gestures and body language, and considering how their responses reflect their own attitudes and beliefs * reflecting on Japanese language and expressions to show politeness and respect compared with their own, for example, comparing family kinship terms when referring to one’s own or others’ family 父／お父さん、あね／おねえさん、suffixes and titles, the use of お and ご with some nouns, and the concept of せんぱい and こうはい | |

Years 9–10 (F–10)

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| **Band level description** |
| In Years 9 and 10, Japanese language learning builds on each student’s prior learning and experiences. Students use Japanese to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Japanese locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Japanese pronunciation, intonation, scripts, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| 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.  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. |

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| **Strand: Communicating meaning in Japanese** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Japanese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LJ10C01 | * using contextually appropriate language in response to participants in the conversation, for example, adjusting register and tone, using polite form with adults and plain form with peers * engaging in peer and self-reflection activities, such as providing evaluations or giving and receiving compliments using culturally appropriate language, for example, ～くんは日本語がじょうずですね。いいえ、まあまあです。 * responding to teacher requests, for example, きょうしつに入って、パソコンをだして、ペンでかんじをかいてください, and making requests of others 見せて、私のとなりにすわって、～はどこですか。 * initiating and sustaining conversation on familiar and unfamiliar topics by using appropriate あいづち and communicative strategies to seek information, invite contributions or ask for clarification すみません。ああ、それはいいですね。～についてどう思いますか。～というのは何ですか。 * communicating using formal and informal language with others (in school-based exchanges, with Japanese speakers via online conferencing, etc.), about personal information and lifestyle such as アルバイト、しょうらいのゆめ、ひまな時、かもく, using a variety of compound sentences, body language and communication strategies * exchanging detailed information and opinions to express views on personal and contemporary issues and experiences, for example, conversing about recycling, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思います。, J-pop と K-pop はオーストラリアでにんきがあります。 * engaging in written correspondence, in print or digital form, (emails, blog comments, memos, online chat forums, etc.) to share information, for example, describing every day and significant events in their lives, or their rights and responsibilities at home and school ～ことがあります、～と思います、～方がいい、～べきです、～なければなりません | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LJ10C02 | * expressing preferences in relation to shared activities and experiences, for example, 十時のほうがいい？それはいいね。そうしましょう, and summarising and clarifying arrangements, for example, 金よう日のごご三時半に、えきの前で会いましょう。じゃあ、金よう日のごご三時半に、えきの前ですね。 * discussing issues or problems that occurred on a real or imagined exchange trip and homestay in Japan, and collaborating to brainstorm solutions, offer opinions and advice, and compare individual experiences * participating in and reflecting on learning experiences that combine language and cultural elements, for example, community events, school exchanges, cultural activities (incursions - taiko, calligraphy) to compare, contribute, evaluate and respond in culturally appropriate ways ～てみましょう、よろしくおねがいします (in context), A はBより、A よりB の方が、おなじです、にています、ちがいます、～のようです、みたいです * participating in authentic or simulated scenarios which involve negotiations and decision-making related to travelling and living in Japan to satisfy a range of preferences, for example, interacting with friends and host family, sightseeing ～をしたらどうですか、でも～たいです、まだしゅくだいをしてないからだめです、じゃあ、しゅくだいをしてから～てみます、スキーをしたいから、さっぽろへ行きましょう、でも私はスキーができないから、あまり行きたくない。 * creating a ‘lesson’ or resource to teach a particular grammar point, language structure, or kanji to the class or small group, sharing ideas to best teach and present information, addressing the needs of learners and comparing their experiences of ‘teaching’ Japanese | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LJ10C03 | * analysing a range of complex and extended texts including written, audio and visual forms (articles, interviews, and video clips, etc.) and, for example, identifying and evaluating intended audience and purpose, cultural differences, values and perspectives * gathering factual information and opinions from a range of authentic Japanese texts (websites, forums, articles, videos, etc.) to create a unique response according to context, audience and purpose, for example, planning a dream holiday, persuading the school to introduce ぶかつ, a new uniform or improving sustainability efforts, ～によると、～パーセントの学生はぶかつが楽しいと思う。だから～ * synthesising information from a variety of sources to understand differing perspectives and community attitudes towards, and in relation to, current local and global issues, for example, investigating differing perspectives about sustainability, social media, or multiculturalism * listening to or reading a First Nations Australian’s stories and discussing their opinions and ideas, and, in Japanese, presenting their personal profile to the class * demonstrating a perceptive understanding of a range of texts (film, historical texts, narratives, etc.) by recounting, reflecting and evaluating events from the perspective of the author and/or character(s), for example, はじめてトトロに会った時、少しこわかったけど、また会いたい。 * understanding details and summarising key information, for example, using new words encountered in authentic texts (websites, newspaper articles, documentaries, reports, podcasts, etc.) on topics of local and global interests ちきゅうおんだんかがもんだいになっています。 * interviewing others to obtain information, viewpoints and details on topics of interest and presenting the information in new ways for specific audiences, for example, presenting a speech about a special person in their lives, about others’ opinions on school rules, or a ‘how to’ procedural report | |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LJ10C04 | * comparing English translations and interpretations of Japanese texts (song lyrics, proverbs, anime, advertisements, etc.) that contain cultural elements and references * listening to, and interpreting authentic instances of formal and informal language, for example, understanding some keigo in public announcements ～でございます, and informal ‘slang’ between friends めっちゃかわいい！, and reflecting on differences between spoken and written forms * evaluating the relative strengths and limitations of print dictionaries and digital translators, for example, comparing words, phrases and sentences to identify instances of non-equivalence and the importance of considering context and audience in translating texts to interpret meaning * discussing how texts, such as films, plays, songs and bilingual rakugo, use humour or aesthetic effects to provide commentary on social issues such as family, identity, status or humility | |
| **Sub-strand: Creating text in Japanese** | | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures, a range of features and conventions to engage different audiences, and using combinations of kana and a range of kanji appropriate to context  AC9LJ10C05 | * using factual or imagined events and experiences to compose a range of multimodal text types such as presentations, articles, journals, and websites to suit a range of audiences (family, friends, Japanese peers, etc.) and purposes (to persuade, analyse, evaluate, etc.) * working collaboratively to compose a range of imaginary texts, such as performance or interaction, based on an imagined scenario that allows for experimentation with expressive language, a range of emotions and depth, for example, focusing on relationships and interactions, retelling a folktale/fairy tale, or composing social media posts * creating bilingual texts (subtitles, captions, brochures, posters, children’s books, video, etc.) describing personal experiences or community events depicting intercultural encounters relevant to school’s local context, for example, creating texts about: school exchange programs, a local Japanese festival, cultural practices * writing a journal entry, or contributing to a school newsletter in Japanese reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site * designing, planning and creating texts for others, for example, producing a primary school text that teaches Japanese, such as a written or audio book, or a guide to Japanese culture, or an interactive activity using digital tools, selecting language features to entertain and engage target audiences and presenting the materials to gain peers’ opinions * independently using a variety of language elements appropriately, such as plain or polite forms as appropriate to context and audience, to plan, promote, explain, evaluate, recount, inform and interact, for example, creating itineraries, journals, resumes, applications, blogs, reviews, advice, and dialogues, けんこうのためにうんどうをしたり、やさいを食べたりする、人と話すのが好きだから、きっさてんではたらきたいです。 * planning for, and creating a range of informative texts (reports, explanations, procedures, persuasive writing, etc.) for different purposes and audiences 学校でけいたいをつかうこと、やきそばの作り方、オーストラリアに住んでいる学生の一日 * applying knowledge of textual features and conventions of different text types to compose appropriate texts, noticing how the choice of language, devices and text structure works to achieve each text’s purpose and engage the intended audiences, for example, composing letters, articles, messages, editorials, public service announcements, awareness and promotional materials * writing imaginative or informative texts using hiragana to write grammatical elements, katakana for borrowed words and kanji to read and write verbs, for example, 思います、話します、聞きます、食べます、住みます, nouns, for example, 学校、会話, 日本語, adjectives, for example, 高い、上手、下手, and some adverbs, for example, 時々、早く * sequencing ideas logically to create text cohesion using appropriate cohesive devices such as verb て form, だから、 しかし、 それに、 けれども * using digital tools or applications, to prepare and present the details of a real or imagined event such as a visit to Japan, exchange student visit, or local excursion, suitable to context, purpose and audience, and providing elaborations for content-relevant queries | |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features, conventions and phrasing patterns of spoken Japanese in both informal and formal speech to extend fluency in responding to and creating texts in familiar and unfamiliar contexts, and recognise multiple readings of familiar kanji in different compounds  AC9LJ10U01 | * focusing on oral fluency and accuracy, exploring how rhythm, pitch and the use of connectives and gestures contribute to maintaining momentum and increasing confidence and engagement * applying active listening skills and understanding of conversational etiquette in Japanese by using あいづち and interjections to show attentiveness and interest, for example, nodding, repeating heard information and confirming details at the end of a conversation, understanding nuance when using ね (confirming)、よ (assertions)、かしら、なるほど、そのとおり、そういうわけか、そうなのか, using けど to finish incomplete sentences; ところで to change topic * accurately pronouncing familiar and unfamiliar words in katakana, and understanding that some new combinations of sounds have been created for loan words, using small vowel sounds, for example, ディ、ファ * identifying the use of rising intonation when asking questions in casual speech or ましょう form, for example, 食べない？ 食べましょうか。 * understanding that many kanji have multiple readings and that there are 2 types of readings, that is, on-yomi (音; ‘on reading’ or ‘sound’), Chinese-style pronunciation, and kun-yomi (訓; ‘kun reading’ or ‘explanation’), Japanese-style pronunciation; both on-yomi and kun-yomi can have multiple readings * recognising ways that written language is different from spoken language, and that written language is more crafted, precise, elaborated and complex, for example, using sentence fragments, だれと？ どこで？ それで？ * recognising and responding to challenges associated with clarity and pace in audio texts such as station or airport announcements or recorded phone messages * applying knowledge of the sounds of Japanese by using romaji input on a keyboard to type a range of texts in script, choosing hiragana, katakana and kanji appropriate to context | |
| apply knowledge of grammatical and writing systems to predict meaning and compose texts that contain some structures and ideas  AC9LJ10U02 | * understanding and selecting a variety of language structures using verb stem forms, verb て forms, plain form and plain past to express a range of ideas, for example, ～ている、～てもいいです、～てはいけません、～てはだめです、～つもりです、～と思います、～たり～たりします、～たい、～たくない、 ～かった、～やすい／にくいです * understanding that verbs and adjectives can be divided into groups according to the way they are conjugated, and this affects the formation of tense, aspect and linking; verbs have 3 groups: Group 1 (go-dan doushi), Group 2 (ichi-dan doushi) and Group 3 (fukisoku doushi) and adjectives have 2 groups: い and な * understanding and using い and な adjectives in polite, casual and negative forms and present and past tenses, for example, おいしい 、おいしかったです。たのしくない、 たのしくなかった。しずかだ 、しずかでした。よかった、よくない、よくなかった。 * understanding and applying kanji stroke order rules, and knowing kanji are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of hiragana to the stem of verbs and adjectives is called okurigana * understanding and using a range of particles including combined particles such as のは、のが、では、how to use も effectively, the use of は for emphasis, for example, チョコレートは好きですが、ケーキは好きじゃないです。 * planning and writing texts using げんこうようし (typed or handwritten), for example, writing formal letters, with set expressions and sequenced paragraphs, following conventions such as quotation marks, spacing, kana rules and placement of punctuation * using Japanese counting systems (units of 10, 100, 1,000 and 10,000) and associated kanji, for example, 百、千、万, and a wider range of counter classifiers ～円、～分、～まい、～本、 ～つ、～こ、～かい * elaborating ideas or statements using expressions such as 今週、 先週、来年、いつも、 ぜんぜん、あまり、indicating the status of actions using adverbs まだ、もう、using adverbs as intensifiers かなり、ぜんぜん、たいてい and superlative forms using 一番, for example, 一番好きなかもくは日本語です。 * developing strategies to understand kanji as a system, to infer meaning of unknown words that contain familiar kanji and unfamiliar kanji utilising clues such as radicals, and writing some kanji compound words, for example, 外国語、 日本料理 * understanding how the concept of uchi-soto 内と外 influences word choice, for example, the appropriate use of plain forms in authentic contexts such as conversations with peers 食べる？見る？ and the importance of selecting appropriate words when discussing giving and receiving gifts and favours あげます、さしあげます * understanding and applying the formation rules of verb groups such as the plain form (knowing that the basic form of all Japanese verbs ends in ‘-u’, ‘-eru’ or ‘-iru’, as listed in dictionaries), て form and plain past | |
| reflect on and evaluate Japanese texts, using metalanguage to analyse language structures and features  AC9LJ10U03 | * using metalanguage to describe and apply grammatical concepts and language elements めいし、けいようし、どうし、ぶん, and to organise learning resources such as verb charts and lists of vocabulary and sentence structures * understanding the concept of borrowed and created language 外来語 (がいらいご) and 和製英語 (わせいえいご), for example, スマホ、マスコミ、メル友、タイプする, to create new meanings, and understanding the reason for the emergence of such words, for example, changing attitudes to social practices, globalisation, social media and digital communication * examining the use and purpose of popular Japanese idioms and proverbs ことわざ in texts, and better understand culture and values, for example, ‘でるくいはうたれる’ ‘はなよりだんご’ ‘さるもきからおちる’ ‘一期一会’ (いちごいちえ) * comparing language features of Japanese and English versions of texts, such as weather reports or text messages, including the use of abbreviations and emoticons, and noting differences that might be culturally significant | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LJ10U04 | * discussing their own and others’ attitudes towards cultural diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication * discussing Japanese cultural concepts such as 恩 (owing a kindness), 義理 (a sense of duty) and 和 (harmony), and considering how the expression of these concepts in Japanese language and behaviour compares with the expression of similarly significant concepts in their own language(s) and culture(s) * providing examples of exchanges in Japanese that require cultural as well as literal interpretation, such as responses that deflect personal considerations, for example, replying positively to an enquiry お元気ですか, or strategies to preserve values of humility and honour * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Japanese for a group of Japanese-speaking visitors at a school assembly * discussing how the cultural value of 内／外 is expressed through language, such as the use of prefixes and suffixes when referring to people outside the immediate ‘group’, the choice of informal or formal register, and decisions about what to share/not share in general conversation * becoming aware of cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, for example, developing an awareness of the ways of expressing feelings or emotions, maintaining harmony by avoiding conflict and direct replies to a question by using それはちょっと…, and avoiding foregrounding the self with phrases such as お先にどうぞ。がんばります。 * considering how contemporary expressions of individuality exemplified in some forms of contemporary Japanese youth culture relate to traditional concepts of conformity and collective identity, identifying how variations in language use and communicative behaviours reflect how emotions or attitudes such as respect, gratitude or embarrassment are expressed differently across languages and cultures * evaluating differences in text structure and grammar between formal and informal Japanese language use such as abbreviations, dropping of particles and emphatic intonation in informal communication including face-to-face interactions, blogs, emails and other forms of correspondence, for example, あした行く？／先生、あした行きますか。 うん、わかった。はい、わかりました。 これは何？／上田さん、それは何ですか。 | |