



Western Australian Curriculum

Languages | Japanese

Scope and sequence | Pre-primary–Year 10

Draft for consultation | Not for implementation

DRAFT

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Japanese are adapted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, German shows the proposed content across the years of schooling from Pre-primary to Year 10.

The scope and sequence for the Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: **Communicating** and **Understanding language and culture**.

The **Communicating** strand includes: **Interacting in Japanese**; **Mediating meaning in and between languages**; and **Creating text in Japanese**.

The **Understanding language and culture** strand includes: **Understanding systems of language** and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, Japanese curriculum.

Languages		
Japanese		
Communicating		
Interacting in Japanese	Mediating meaning in and between languages	Creating text in Japanese
Understanding language and culture		
Understanding systems of language	Understanding the interrelationship of language and culture	

Pre-primary–Year 6

Strand: Communicating

Sub-strand: Interacting in Japanese

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and communicate meaning in Japanese</p> <p>For example:</p> <ul style="list-style-type: none"> share information about themselves, such as ~です。~がすき。 play and experiment with language through participating in songs, dances, rhymes, games and creating mnemonic devices participate 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 	<p>Share simple information about themselves</p> <p>For example:</p> <ul style="list-style-type: none"> share personal information, such as わたしは John です。/ John です。五さいです。~がすきです。~がすきじゃないです。 ask and respond to simple questions, such as おなまえはなんですか。すしがすきですか。 	<p>Share information about themselves and their family</p> <p>For example:</p> <ul style="list-style-type: none"> use phrases and simple statements to describe themselves, such as わたしは Mary です。オーストラリアに住んでいます。七さいです。 share basic information about their family, such as かぞくは三人います。おとうさんは~がすきです。おかあさんは~がすきじゃないです。 describe their pet using familiar language, such as ペットはいぬです。しろいです。ちいさいです。 ask and respond to simple questions, such as うさぎがすきですか。ペットがいますか。かぞくはなんにいますか。だれですか。 	<p>Participate in social exchanges, sharing information about themselves and events during the year</p> <p>For example:</p> <ul style="list-style-type: none"> use familiar phrases to communicate about self in detail, such as はじめまして。わたしは Mia です。はっさいです。おたんじょうびは十二月がつです。なつがすきです。どうぞよろしく。 ask and respond to questions related to days of the week, months or seasons, such as 月よう日になにをたべますか。おたんじょうびはなんがつですか。日本でふゆはいつですか。 use modelled Japanese formulaic expressions to support interactions with others, such as いいです。すごい！わかりません。もういちどください。 	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>For example:</p> <ul style="list-style-type: none"> discuss strategies to initiate social interactions exchange information and respond to questions about personal interests and weekly schedules, such as サッカーがすきですか。ぼくもすきです。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。 describe home and school routines, such as 7 じにおきます。じてんしゃでがっこうにいきます。1 じはんにそうじをします。3 じはんにうちにかえります。 recount past activities, such as まちにいきました。すもうをしませんでした。 	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>For example:</p> <ul style="list-style-type: none"> practise conversation strategies, such as あなたは？、へー？、うん、はい。すてき！ share information about their home or neighbourhood, and ask the same of others, using familiar language, such as ふとんがあります。だいどころにおかあさんがいます。ペットはどこですか。いすの下にペットがいます。 exchange information that gives directions to neighbourhood locations, such as まっすぐ行って、みぎにまがって、としょかんがあります。 share information about an iconic Japanese landmark using modelled language, such as ふじさんです。ふじさんはかざんです。3776 mです。たかいです。だから、ゆうめいです。 	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>For example:</p> <ul style="list-style-type: none"> use conversation strategies, such as ~さんのぼん、はい、そうですね。いいですか。ちょっとわかりません。ゆっくりおねがいします。たのしかった。 exchange information about leisure activities and interests, such as ~さん、スポーツはなにがすきですか。はい、そうです。ぼくも。土よう日にテニスをしましょうか。 compare personal preferences and opinions, justifying their agreement or disagreement, such as たのしいですから、えいがをみます。つまらないですから、クリケットをしません。 introduce key people from students' personal and social worlds, such as sporting heroes or cultural icons

<p>No content</p>	<p>Participate in play-based activities, songs, rhymes, stories, guided role-plays and games using repetitive language, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> • role-play requesting items, such as stationery or food, using puppets or toys and ~をください。はい、どうぞ。ありがとうございます。 • participate in activities that involve guessing and matching, such as Bingo, Memory, Snap or Go Fish using modelled questions and responses • engage in a group exercise, such as Hokey Pokey, Simon Says or Buzz with numbers, with a group leader giving instructions • teach a song or game to visitors or another class, such as じゃんけんぽん 	<p>Participate in play-based activities using formulaic expressions, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> • use modelled questions and responses to conduct a survey or interview a partner about their family or pets • plan and participate in a role-play introducing a fictional family, such as はじめまして。family name/given name です。family member です。どうぞよろしく。using specific pronouns わたし、ぼく and indicating self by pointing to nose and bowing appropriately • practise tongue twisters, singing and responding to action songs in a group or teach a song or game to visitors or another class, such as だるまおとし or けんだま 	<p>Participate in activities using some modelled language to complete tasks and play games</p> <p>For example:</p> <ul style="list-style-type: none"> • respond to familiar classroom instructions and visual cues to play games and complete tasks ゲームをします。このゲームは3人とします。おりがみをします。かみをはんぶんにおってください。さんかくにおってください。 • participate in guided tasks involving peer cooperation, such as group reading, activities or games requiring taking turns • prepare and contribute to shared presentations and performances, such as role-plays, assembly items or digital presentation of a class event based on modelled language • compliment and encourage peers during collaborative tasks いいです。がんばって！ 	<p>Participate in collaborative activities using a range of familiar phrases and modelled language</p> <p>For example:</p> <ul style="list-style-type: none"> • participate in guided tasks involving instructions and peer cooperation, such as games or collecting information to create a class chart to identify favourite sports or foods • use simple, familiar Japanese phrases to give compliments or ask for help as students create a visual display, assembly item, other shared presentation or performance, or conduct a role-play • contribute collaboratively to conduct science experiments, cooking or craft activities 	<p>Participate in collaborative activities that involve planning to share information, preferences and ideas</p> <p>For example:</p> <ul style="list-style-type: none"> • consult each other when completing group task, for instance, indicating understanding or asking for help using comments, such as わかります。わかりません。いいです。ちがいます。 • contribute to a shared project, such as designing a new city or home, deciding on the location of buildings and other features, and describe their finish product in a presentation • discuss and plan how to present a visual display about an imaginary experience, such as a trip to Japan • collaborate to conduct a real or virtual shopping expedition (using online catalogues and menus to compare prices and values and discuss intended purchases) incorporating formulaic expressions, such as いらっしゃいませ。いくらですか。ちょっとたかいです。おねがいします。 • create a skit, performance or action game to share with a buddy class to teach aspects of Japanese language and culture, such as leading an うんどかい 	<p>Participate in collaborative activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> • make collaborative decisions while planning an outing with friends, accepting or rejecting suggestions, such as 日よう日にうみにいきませんか。いいえ、日よう日はちょっと。じゃあ、土よう日にいきましょう。 • state preferences in a range of activities and interactions, such as おもしろいですから、きゅうどうがすきです。つまらないですから、サッカーがすきじゃないです。 • react to others' comments, such as ほんとう？じょうずですね。わたしもすきじゃないです。 • participate in a shared project, such as creating promotional materials (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。ゴミをすててもいいですか。いいえ、ごみばこに入れてください。
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					game using ~てください instructions, or focusing on <i>hiragana</i> , specific Japanese expressions or behaviours	
<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> exchange simple greetings and farewells, using culturally appropriate gestures, such as せんせい、おはようございます。ピータさん、おはよう。こんにちは。さようなら。じゃまた。 participate in classroom interactions, such as roll call, sharing items, during eating はい/いいえ。どうぞ、ありがとう。いただきます。おいしい! 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> participate in classroom-related exchanges, such as おはよう、Tom くん。Suzuki せんせい、おはようございます。こんにちは、Amy ちゃん。どうぞ、ありがとう。おめでとう。がんばって! respond to classroom-related instructions and routines, such as Tia さんは、いませんか。はい。いいえ。たってください。うたいましよう。ぼくのえんぴつです。 ask and respond to simple questions about classroom related objects, such as これはなんですか。～です。～はみどりですか。はい/いいえ。 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> participate in classroom-related exchanges, such as おはよ、Tom くん。Suzuki せんせい、おはようございます。こんにちは、Amy ちゃん。どうぞ、ありがとう。すみません。おめでとう。おたんじょうびおめでと。 respond to classroom-related instructions and routines, such as roll call, start or finish of lessons, task instructions, as in Tia さんは、いますか。はい、います。いいえ、いません。すわってください。みてください。まるをつくって、あかいえんぴつでかいてください。 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> participate in classroom-related exchanges, such as おはよう、Tom くん。Suzuki せんせい、おはようございます。こんにちは、Amy ちゃん。どうぞ、ありがとう。いいです。おめでとう。おたんじょうびおめでと。 respond to instructions and ask for help or clarification, such as ドアをしめてください。てつだってください assist the teacher with classroom tasks, including taking the roll, leading familiar question routines or starting lessons with きりつ、れい、ちゃくせき。 			

Sub-strand: Mediating meaning in and between languages

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise familiar words in texts</p> <p>For example:</p> <ul style="list-style-type: none"> participate in activities which require children to select items or pictures matching spoken Japanese mime or point to show understanding of songs or short statements provided in Japanese discuss familiar words of Japanese origin that they may have encountered, such as <i>sushi</i>, <i>karate</i>, <i>anime</i> 	<p>Locate key information in familiar texts and begin to respond using gestures, images and words</p> <p>For example:</p> <ul style="list-style-type: none"> locate information, such as adjectives including colour, size or shape words in a spoken text and complete a drawing or sequence toys or materials, according to the information they hear use information from print or digital texts to sequence pictures, keywords or simple sentences, or retell a story by creating a storyboard, diagram or digital display identify familiar <i>hiragana</i> or <i>kanji</i> characters by matching images with words or characters to sound, such as ‘あ’ with ‘a’ or ‘木’ with ‘tree’ in a range of activities and texts 	<p>Locate key information in familiar texts and respond using gestures, images, words and formulaic phrases</p> <p>For example:</p> <ul style="list-style-type: none"> use visual cues, including gestures and facial expressions, to assist understanding when recognising key words and points of information in a variety of texts, such as listening to a book being read aloud and responding to questions, なに, なん, いつ, どこ and だれですか。 respond to simple statements about self, family and pets by selecting matching images or other actions identify familiar <i>hiragana</i> or <i>kanji</i> characters by matching images with words or characters, such as, 四人 with a picture of four people and すし with an image of sushi 	<p>Locate key information in familiar texts and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> develop strategies and processes to locate key points of information in texts through the use of pictures, clues and diagrams, recognising familiar key words, such as viewing a story and noting words they recognise and inferring key messages respond to simple texts, including personal information about other similar aged students identify key words in short spoken texts and illustrate to show understanding, such as identifying days of the week from a weather report and drawing the matching weather respond to a story, comic or cartoon by re-enacting main events or taking on the role of a character 	<p>Locate key information in familiar texts and respond using formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> develop strategies and processes to locate key points of information in texts through the use of pictures, clues, diagrams, recognising familiar key words, such as understanding the format of grids in timetables to determine the time of a lesson or the next bus use print and digital tools to gather and respond to information about others’ home lives and activities, such as conducting surveys on sports played or modes of transport used, trialling the Japanese system for tallying responses, and then using graphs or images to display the results listen to, read and view stories and respond to questions about characters, ideas and events, and/or illustrate and caption aspects of the texts 	<p>Locate and compare information and ideas in texts and begin to respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> use a range of print and digital tools to survey and compile simple information about others’ homes or neighbourhoods, and present findings in a range of formats, including flow charts, graphs, diagrams and oral presentations infer details, such as listening to a conversation and identify who is speaking based 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 identify and respond to language and cultural points of information in authentic texts, such as advertisements, letters, conversations, brochures, announcements, including decoding and ordering from a Japanese menu, finding a particular greeting on a card, or recording a phone number or the time listen to, read and view texts, such as the <i>Tanabata</i> folktale, in different formats and compare with a traditional English story, such as <i>Jack and the Beanstalk</i> 	<p>Locate and process information and ideas in texts and respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> access, organise and present information relating to aspects of Japanese culture, such as fashion, music, food or festivals, using supporting resources これはしゃみせんです。ながいです。三げんがあります。しゃみせんをひきます。 listen to a weather forecast or simple community announcement and then write an informal short message to invite a friend, 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。 extract key points from a range of spoken, written or digital texts and discussing findings and comparing opinions, such as 日本でこどもはじゅくに行きます。オーストラリアでこどもはじゅくに行きません。わたしはりかのじゅくに行きたいです。おもしろいからです。

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> discuss the importance of respect and politeness in Japanese culture and why titles, suffixes and formal/informal greetings are used, according to the relationship between participants, such as using おはようございます, ありがとうございます with the teacher and おはよう, ありがとう with classmates create bilingual wall charts or picture dictionaries for words and expressions that have particular cultural meaning, such as いただきます or さん/くん/ちゃん, using images, labels and drawings identify key words in children's stories and provide English translations, such as むかしむかし, おわり explain to others some words, phrases or gestures they understand in Japanese and English or their home languages 	<p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> translate words and familiar phrases used in classroom 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, comparing this type of expression with other languages spoken within the classroom perform simple presentations for the school community that involve both Japanese and English language elements and explain these elements to others identify Japanese cultural practices that are not commonly used by English speakers, such as bowing when introducing self, apologising and gift giving, and using two hands for giving and receiving, and for signalling まる, ぱつ (O/X) 	<p>Begin to develop strategies to comprehend and adjust Japanese language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> use words from charts, displays and word lists to assist comprehending simple texts create a word bank, class book or poster with English words that sound similar but are not the same in Japanese, such as オーストラリア, コアラ, ゲーム, リリー, マッシュ demonstrate and explain hand gestures, body language or facial expressions that work with language, or stand alone in Japanese communication, such as beckoning with fingers downwards or waving hand in front of face to signal a negative response notice differences in the ways in which Japanese, English and speakers of other language communicate, such as noticing differences in formal and informal communication use a familiar imaginative text as a stimulus to complete a role-play, such as changing the main characters 	<p>Develop strategies to comprehend and adjust Japanese language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> use visual or print dictionaries, word lists and pictures to translate simple familiar texts, such as labels or captions create a word bank or class book with Japanese words and expressions that do not translate easily into English, such as いただきます, いただきます, がんばって, ただいま explain features of Japanese language protocols, such as the indication of politeness by using です and ます take on the role of a character and create and present a skit, song or rap to convey language and cultural information, such as crossing hands over chest to indicate ばつ (wrong) or using formal and informal language appropriately 	<p>Begin to apply strategies to interpret and convey meaning in Japanese language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use a bilingual dictionary or online translator to create their own word banks, considering relative advantages or limitations of each resource collect, use and explain 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 perform a role play or skit for a class or assembly, using Japanese for the performance and English subtitles displayed on a screen for the audience interpret and compare signage from local areas to signage in Japan, such as comparing traffic and road signs or signs in public places 	<p>Apply strategies to interpret and convey meaning in Japanese language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> collect, use and explain <i>katakana</i> words and Japanese words used within their own language/s, such as understanding the origin of the word <i>tsunami</i> recognise that some Japanese words can be made more or less formal with slight changes, such as お in front of はし, なまえ and べんとう act out a situation and respond appropriately using non-verbal and verbal forms of communication, such as role-playing an earthquake or <i>tsunami</i> drill, a lunch scene in a Japanese school, or cheering at a sports day

Sub-strand: Creating text in Japanese

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Recognise words and use modelled language to create spoken and written texts, tracing and beginning to copy some Japanese script appropriate to context</p> <p>For example:</p> <ul style="list-style-type: none"> use simple language structures and/or supporting drawings or actions to describe imaginary characters or experiences or to respond to prompt questions, such as たぬき; ようかいです。おにはこわい! かっぱはみどりです。だれですか。ちいさいですか。かわいいですか。 use puppets, props, actions or gestures to re-enact or retell simple stories create and illustrate class 'Big Books' about familiar topics using simple, modelled language and practise reading aloud かえるです。みどりです。 use craft items (string, rice, playdough) or digital tools (interactive whiteboard.) to make, trace or copy <i>hiragana</i> and simple <i>kanji</i> characters, such as numbers to 10, 人, 木, 山, 川 	<p>Use words, familiar phrases and modelled language to create spoken and written texts, tracing and copying in Japanese script appropriate to context</p> <p>For example:</p> <ul style="list-style-type: none"> begin to copy or write <i>hiragana</i> and <i>kanji</i>, such as numbers, 人, 月, 日 and short <i>hiragana</i> words to create simple texts, such as comic strips, labels, captions and posters create an informative 'about my family' poster or profile with images or photos, using simple sentence structures and familiar vocabulary create their own short oral, print or digital story modelled on shared reading, such as おおきなかぶ or ももたろう, including labels for images in <i>hiragana</i> or <i>kanji</i> 	<p>Create and present informative and imaginative spoken and written texts in Japanese script, using formulaic expressions, familiar language and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> create informative texts, such as describing seasons or special events, using modelled language and support resources, 日本になつは六がつ、七がつ、八がつです。あついです。かきごおりをたべます。or 土曜日におたんじょうびパーティーです。すしがすきです。ケーキをたべます。 create short bilingual versions of familiar texts, such as songs, picture dictionaries, captions for images and displays or photo stories create imaginary animals or anime-style characters and present them through performance, digital display or visual representation, cartoon or puppets, such as はじめまして。わたしはかっぱです。みどりです。川がすきです。目が大きいです。or role-play familiar questions and answers, such as すきなたべものはなんですか。なんさいですか。 	<p>Create and present informative and imaginative spoken and written texts in Japanese script, using familiar phrases and sentences, and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> use digital tools to label aspects of their daily routine and home life (captions, speech bubbles), including expressions of time, such as depicting waking in the morning with a clock displaying 七じ and the words おはようございます。 create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions and modelled language, such as role-playing events from a typical school day ひるごはんをたべました。ただきます (mime using chopsticks or slurping noodles), ごちそうさま, or a series of sports or hobbies played using present or past tense verbs with exclamations, やった! できた! すごい! がんばって! write and present a set of simple instructions or steps for a peer or the class to 	<p>Create and present informative and imaginative spoken and written texts in Japanese script, adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> use a labelled model or map of a home or neighbourhood to support a written or oral presentation in Japanese about that location create a presentation about an imaginary experience, such as a dream trip to Japan, using the polite form of past tense of verbs and adjectives, such as 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。おもしろかったです。 produce and present picture books, 'big books', mini-books or short, scripted scenarios for other students, incorporating elements of Japanese language and culture create or reinterpret imaginative texts adapted from events, characters or settings in other imaginative texts 	<p>Create and present informative and imaginative spoken and written texts in Japanese script, adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> create informative texts, such as a photo story, ebook or personal profile of a famous person, <i>yokai</i>, mascot or younger student 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。サッカーをします。じょうずです。 design and present an advertisement using a range of words, such as エコ, リーサイクリング for an environmentally friendly, age-appropriate product, such as a reusable cutlery or bento set create a bilingual presentation about an aspect of Japanese traditions or culture create or reinterpret, present or perform alternative versions of imaginative texts adapting theme, characters, places events and ideas to suit different contexts

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>follow, such as the instructions to draw 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。</p>		

DRAFT

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore language features of Japanese, noticing similarities and differences between Japanese and English</p> <p>For example:</p> <ul style="list-style-type: none"> notice when Japanese or English is being used in the classroom reproduce the sounds and rhythms of Japanese by repeating after the teacher and reciting pronounce, copy, trace or use tactile materials to create Japanese script, such as forming <i>kanji</i> numbers or <i>kana</i> using plasticine, or chalk writing on the pavement experiment with pronouncing familiar words of Japanese origin, such as <i>sushi</i>, <i>karate</i>, <i>anime</i>, and how these words sound in English compare expressions and key points in familiar Japanese children's stories with English language versions 	<p>Explore and imitate the sounds and rhythms of Japanese and how sounds are represented in different scripts</p> <p>For example:</p> <ul style="list-style-type: none"> view and sing <i>hiragana</i> rap songs or repeat language after the teacher, with a focus on reproducing the <i>hiragana</i> sounds, using a <i>hiragana</i> chart as a reference begin to use some mnemonic devices to remember the shapes and sounds of some <i>hiragana</i> by associating them with pictures, such as く for <i>kookaburra</i> recognise that one <i>kana</i> represents a basic unit of a Japanese sound notice that statements and questions have different intonation patterns and use gestures to indicate the intonation patterns they hear, such as the arm moving up when the intonation rises 	<p>Recognise and experiment with the sounds and rhythms of Japanese and how sounds are produced and represented in different scripts</p> <p>For example:</p> <ul style="list-style-type: none"> view and sing <i>hiragana</i> rap songs using a <i>hiragana</i> chart and mnemonic devices to remember the shapes and sounds of <i>hiragana</i> by associating them with pictures, such as し for she has long hair recognise that the basic unit of sound in Japanese, <i>mora</i>, can be recognised as syllables in English, by clapping out the number of sounds recognise that the independent nasal sound 'n' has a <i>mora</i> of its own in words, such as こんにちは keep the length of each <i>mora</i> even when speaking Japanese 	<p>Recognise and experiment with combinations of <i>hiragana</i> sounds, pronunciation and intonation patterns of Japanese to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that there are five vowels and 19 distinct consonants, and that vowels can be attached to most consonants notice that <i>hiragana</i> characters are combined to represent words recognise that the <i>hiragana</i> chart is a systematic framework to use when reading and writing sounds apply taught, or create own, mnemonic devices to remember the shapes and sounds of <i>hiragana</i> by associating them with pictures, such as か for cut bread or karate notice that some <i>kanji</i> may have more than one 'sound', such as 日, 人 apply some differences in pronunciation of English and Japanese versions of loan words, such as バナナ, パーティー, ペット 	<p>Recognise and use combinations of <i>hiragana</i> sounds, pronunciation and intonation patterns of Japanese to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> recognise sounds and produce <i>hiragana</i> characters and words, including voiced sound, such as じはん, がっこう, long vowels, as in そうじ, すもう and combined sounds, as in じてんしゃ, じゅうどう, with reference to support resources recognise the concept of the minimum unit of rhythm in Japanese 'foot' and that one foot consists of two <i>moras</i>, such as しんかんせん s pronounced as しん/かん/せん recognise some variation in intonation, such as rising intonation when a question is being asked or when something is an instruction or command, and use these intonation patterns in own speech 	<p>Apply combinations of <i>hiragana</i> sounds, pronunciation and intonation patterns of Japanese to develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> produce all sounds in the <i>kana</i> chart, including voiced and unvoiced sounds, combined and long vowel sounds and double consonants, as in きて, りょうり recognise and discern differences in Japanese sounds, such as たて versus たって recognise the <i>hiragana</i> used for some particles do not match its pronunciation, such as <i>wa</i> for は, <i>e</i> for へ and <i>o/wo</i> for を experiment with a keyboard with <i>romaji</i> input to type words or short sentences, and choose matching <i>hiragana</i> or <i>kanji</i> appropriate to context 	<p>Apply combinations of <i>hiragana</i> and <i>katakana</i> sounds, pronunciation and intonation patterns of Japanese to further develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> use the <i>kana</i> chart as a reference to pronounce some common <i>katakana</i> words, and use them in texts, such as アイスクリーム, インタネット notice that <i>furigana</i> is a reading and pronunciation aid notice the relationship between stress, pacing and meaning and use appropriate intonation patterns for familiar language to exclaim, make a statement or ask a question, such as demonstrating fluency in a paired speaking activity or reading a familiar text aloud
	Explore how <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> and features of language are used	Recognise that <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> and features of language are used	Recognise simple Japanese language conventions, script rules, grammatical structures	Recognise and use simple Japanese language conventions, script rules, grammatical structures and	Use grammatical structures, formulaic expressions, punctuation and textual	Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>to construct meaning in Japanese</p> <p>For example:</p> <ul style="list-style-type: none"> recognise the sequence of <i>hiragana</i> あ to ん, through singing <i>hiragana</i> songs recognise, trace and copy some <i>hiragana</i> and <i>kanji</i>, attempting to apply basic stroke order notice that <i>katakana</i> is used for writing the names of non-Japanese people, places and things use basic word order in simple sentences, such as noun + がすきです; adjective + noun です; notice that statements end in です。 and questions end in か。 use cardinal numbers to 10, and recognise that numbers four, seven and nine have more than one name 	<p>to construct meaning in Japanese</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and copy the 46 basic <i>hiragana</i>, using support, such as mnemonic clues and charts, attempting to apply basic stroke order recognise and copy a few high-frequency <i>kanji</i>, for instance numbers and pictographs (basic <i>kanji</i> where the picture reflects the meaning), such as 山, 川, 口, 目 indicate affirmative and negative responses using はい/いいえ, ちがいます recognise numbers 1–20 in Japanese and use counters 人, さい to express ages and numbers of people describe people, animals, places and things using adjective–noun phrases, such as 大きい目, おいしいもも and noun は adjective です sentences, such as いぬは大きいです。いぬはちいさくないです。 	<p>and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use a <i>hiragana</i> chart for support when reading and writing words written in <i>hiragana</i>, applying basic stroke order recognise and write frequently used <i>kanji</i>, such as numbers, 月, 日, 火, 水, 木, 金, 土 apply the rules of Japanese word order (subject+object+verb) with the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, such as noun がすきです use verbs in ます and negative form ません, such as すしをたべます。りんごをたべません。 seek information using question words なに, なん, いつ, どこ, だれ and the sentence-ending particle か, such as なにがすきですか; なんさいですか recognise and use time words associated with days of the week, months of the year and seasons 	<p>basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> read and write words, phrases and simple structures using <i>hiragana</i>, with the support of a <i>hiragana</i> chart and word lists, applying basic stroke order and word order (subject + object + verb) with associated particles は/を/と/も/に indicate time and frequency using expressions such as ~じ/~じはん, まいにち, ときどき use present, past and negative forms of verbs ~ます/ません and ~ました/ませんでした。 seek information using question words なに, なん, いつ, どこ, だれ and the sentence-ending particle か, such as なんじですか。ひるごはんはいつですか。・どうやってがっこうにいきますか。 	<p>conventions, including writing system rules, to compose texts</p> <p>For example:</p> <ul style="list-style-type: none"> read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart, applying basic stroke order read and write words, phrases and sentences using <i>hiragana</i>, <i>katakana</i> and simple <i>kanji</i>, considering the size of small characters, and punctuation marks, such as 。 and 、 use location words, prepositions and directions with correct particles and basic structures to describe homes, people, animals and items, such as noun は place にあります。 place に noun があります。つくえの上には本があります。 use present, past and negative forms of verbs ~ます/ません and ~ました/ませんでした, both い and な adjectives in present and past tense ~です, ~かったです and ~じゃなかったです。 in both statements and questions use Japanese numbers including 万, 千, 百, 十, 一 	<p>system rules, to compose and respond to texts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart write simple texts using <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> on familiar topics using some conventions associated with writing on squared paper, considering the size of small characters, the positions in the square and punctuation marks, such as 。 and 、) use various verb endings to form invitations, such as ~ましょうか、~ましょう、~ませんか。 use a range of conjunctions to connect different elements of a sentence and expand ideas, such as そして、それから、ですから、でも use the verb て form as a formulaic expression, such as when giving instructions or seeking permission, such as 見てください、トイレにいてもいいですか
	Explore how Japanese language has features that may be similar to or different from English	Recognise Japanese language features that may be similar to or different from English	Identify familiar Japanese language features and compare with those of English in known contexts	Identify and describe familiar Japanese language features and compare with those of English in known contexts	Compare Japanese language structures and features with those of English, using familiar metalanguage	Compare and discuss Japanese language structures and features with those of English, using familiar metalanguage

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>For example:</p> <ul style="list-style-type: none"> notice that language is organised as 'text' and that different types of texts have different features recognise that Japanese uses many loan words from English and other languages, such as ケーキ, ピンク, サッカー, and that these are written in <i>katakana</i> and pronounced differently in Japanese compare basic sentence order by saying English sentences with Japanese word order, such as 'soccer like' or 'red pencil it is' 	<p>For example:</p> <ul style="list-style-type: none"> notice that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose recognise and name the three Japanese scripts and understand that English uses an alphabet that has different rules for writing and pronunciation read familiar texts in Japanese and compare the text structure and language differences, such as 'Once upon a time' versus むかし むかし; notice the presentation of texts, writing orientations, page progression and use of rhyme brainstorm Japanese words that they may use or hear (<i>tofu, karate, anime, emoji, tsunami, karaoke</i>) and compare pronunciation and, with support, make a class poster in <i>kana</i> 	<p>For example:</p> <ul style="list-style-type: none"> discuss the sounds of Japanese language compared with English, noticing limitations when writing some borrowed words and the need to adapt, such as adjusting to the absence of l, q, x, v, and th sounds when writing names in Japanese apply literacy knowledge in English, or other known languages, to recognise the different elements in texts that contribute to meaning-making, such as examining the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon become punctuation detectives and find elements in a text 	<p>For example:</p> <ul style="list-style-type: none"> recognise features of familiar genres of Japanese texts (picture books, digital books) while reading shared texts and notice elements, such as punctuation and layout, comparing these with the way English is organised in similar texts create a Japanese and English comparison table, graph, poster or graphic to display language differences, such as producing a chart to show scripts, word order, conventions, grammar and pronunciation 	<p>For example:</p> <ul style="list-style-type: none"> colour code different parts of speech in a sentence, such as adjectives or verb conjugation patterns and translate sentences to compare differences in word order and punctuation (subject+object+verb versus subject+verb+object) use the Japanese number system and compare with other numerical systems 	<p>For example:</p> <ul style="list-style-type: none"> discuss why some words are written in <i>katakana</i> and why these words cannot be pronounced identically to the original language they were borrowed from, such as オーストラリア, and try to spell some words using a <i>katakana</i> chart compare features of familiar genres of Japanese texts (picture books/digital books/games/video clips/songs), and notice and compare grammatical elements, such as the use of tense, word order and sentence structure describe the significance of textual features in texts, such as letters and phone conversations, and how the structure of texts reflects cultural values

Sub-strand: Understanding the interrelationship of language and culture

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore connections between language and culture</p> <p>For example:</p> <ul style="list-style-type: none"> acknowledge and celebrate the language and cultural diversity of others, such as listening to the different sounds and ways of saying common expressions, or celebrating different events participate 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 explore common Japanese symbols, mascots, <i>Yurukyara</i>, emblems and characters and how they relate to culture, tradition and beliefs engage actively in the enjoyment of language and culture by connecting with stories, cultural displays and experiences, such as cooking, dressing-up or art activities 	<p>Explore how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> explore how in Japanese there is specific language for polite and informal interactions, such as hearing the difference between <i>ありがとう</i> and <i>ありがとうございます</i> and greetings that vary according to the time of the day notice that learning and using Japanese language involves becoming familiar with some other ways of communicating, such as <i>いただきます</i>, <i>ごちそうさま</i> and also involves some ways of thinking and behaving that may be unfamiliar compare aspects of lifestyles of children living in Australia and Japan, such as ways of playing games, mealtime etiquette or addressing family members and friends 	<p>Explore and discuss how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> become aware of Japanese ways of showing respect and politeness, and compare with how this is done in their own language/s and culture/s, such as using titles, bowing and accepting objects with both hands recognise that culture and cultural behaviours are woven into languages and cannot be separated from them, such as noticing it is possible to bow without a spoken greeting in Japanese but not to greet without bowing explore the meaning of ‘culture’ and how it involves visible elements (ways of eating or symbols used) and invisible elements (how people live, how they think about themselves and others, and how they relate to the environment) 	<p>Identify connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and practise common language and behaviours that reflect Japanese culture and traditions, such as listening for key words and familiar phrases and interpreting cultural expressions and behaviours when viewing excerpts from digital texts accept compliments or praise in Japanese by saying <i>いいえ</i> instead of <i>ありがとう</i>, expressing humility and respect by not going first or not using <i>さん</i> for self discuss the importance of respect and politeness in Japanese culture, such as using specific titles, gestures and language, and noticing that the suffix <i>さん</i> can be used with anyone, regardless of gender, age or status discuss culture and language by responding to prompt questions, such as what do you see, think or wonder? 	<p>Identify and discuss connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> explore additional elements of ‘culture’ (what is valued in different communities, contexts, environments, different approaches to teaching and learning in school, etc.), and understand formulaic expressions and terms that reflect cultural values, such as <i>きをつけて</i>, <i>おそうじじかん</i>, <i>きゅうしょく</i> notice and compare their own and others’ ways of communicating, identifying any elements that reflect cultural differences or influences of other languages, and consider different interpretations, such as noticing differences between Japanese and English language used in certain social situations, <i>いただきます</i>, <i>ごちそうさまでした</i>, <i>ただいま</i>, <i>おかえりなさい</i> 	<p>Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> use 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 identify phrases, expressions and behaviours that may need explaining to a Japanese student spending time in an Australian home or an Australian student visiting Japan notice cultural backgrounds and perspectives, such as the group versus the individual, gratitude and humility, and the practice of taking shoes off when inside in Japan consider how Japanese language and interaction patterns are based around familiar routines 	<p>Recognise and understand that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> identify and make connections with common events, celebrations and commemorations in their own culture and Japan, such as examining why ANZAC day and <i>Heiwa no Hi</i> are commemorated explore how people ‘translate’ intercultural experiences in different ways depending on their cultural perspective, such as someone asleep on a train recognise the validity of different perspectives and question notions of ‘right’ or ‘wrong’ in everyday behaviours, such as lifting and drinking directly from a bowl explain how values and traditions are demonstrated through Japanese language and behaviour, such as a reluctance to volunteer or compete for attention in class, and how to respond appropriately to compliments <i>じょうずです</i>ね。 <i>いいえ</i>

Years 7–10

Strand: Communicating

Sub-strand: Interacting in Japanese

Year 7	Year 8	Year 9	Year 10
<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>For example:</p> <ul style="list-style-type: none"> engage in and develop interactions about themselves using language, such as はじめまして。そして、。～さんは？そうですか。いいですね。わたしもです/～ます。ほんとう？すごい！ share with and request personal information from others using a variety of sentence structures about themselves, such as わたしのなまえはさくらです。わたしは十三さいです。何年生ですか。どこにすんでいますか。どこからですか。何人ですか。しゅみはどくしょとえいがです。 exchange information about others, such as 母はあかるくてしんせつな人です。ともだちはサッカーが好きですか。はい、大好きです。 participate in exchanges that share experiences about home and school including simple comparisons, such as 何時におきますか。7時におきます。おそい・はやいですね。まいにちクラブかどうかをしますか。私はバスケットよりサッカーが好きです。サッカーはたのしいからです。 	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>For example:</p> <ul style="list-style-type: none"> respond to invitations by accepting or declining and giving reasons using language, such as 日よう日にえいがに行きませんか。いいですね。行きましょう！すみません、日よう日はちょっと。土よう日はテニスのしあいがあります。はい、そうしましょう。 exchange information about events using cohesive devices to sequence and elaborate on ideas, such as まず、でも、それから、そして、そのあとで、だから share aspects of how they spend their own leisure time and compare that with their peers or Japanese youth using language, such as しゅみは何ですか。よくともだちとこうえんでサッカーをします。ひまな時におんがくをききます。たいてい、けいたいでんわでおんがくをききます。ときどき、テニスを楽しみますか。スポーツがあんまり好きじゃないですから、テニスをぜんぜんしません。 make plans with friends and negotiate choices or preferences, such as 週末つに何をしましょうか。～と～と、どちらがいいですか。～はちょっと。じゃあ、～にしましょう。 create cohesion and flow by using conjunctions, such as だから、それで、それに 	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about Japan and its culture</p> <p>For example:</p> <ul style="list-style-type: none"> participate in discussions about Japanese seasons, events and festivals using modelled language to ask and answer questions, such as 日本で春はいつですか。春は三月から五月までです。花見にさくらを見ます。夏の天気はどうですか。日本の夏はともむしあついです。いっしょに花火を見に行きましょうか。何時にあいましょうか。たのしみにしています。 use formulaic language and あいづち to enhance interactions and express spontaneous feelings or reactions, such as すごい！たのしみですね。さんねんですね。えーっ、ほんとう？ discuss routines or aspects of school life in Japan and Australia, making observations, such as 日本人の学生は学校のあとでよくじゅくをします。たいへんですね。オーストラリアではじゅくがあまりありません。 	<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> develop and maintain conversations on familiar and some less familiar topics by using appropriate interjections and communicative strategies to seek information, invite contributions or ask for clarification, such as えーと、それはおもしろいですね。もっとおしえてください。それについて、どう思いますか。もうすこし～。そうですか。 request and provide directions when lost in Japan, or assisting a Japanese person who's lost in Australia, using language such as すみません、ちょっときいてもいいですか。えきはどこですか。まっすぐ行って、二つ目のかどを右にまがってください。ゆうびんきょくは近くにありますか。 share and compare cultural practices and personal preferences using reasoning and contrasting language, such as 日本の電車のほうがべんりですから、日本にすんでみたいと思います。 reflect on future aspirations and travel goals by expressing preferences and reasons. 大学に行ってから、日本に行きたいです。日本のぶんかをもっとしりたくて、旅行もしたいです。
<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> participate in a simulated meet and greet event where guests introduce themselves in a <i>kaiwa</i> circle and ask each other various questions about their simulated character before moving onto the next guest within a limited time, such as どのスポーツが好きですか。ネットボールが大好きです。 	<p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> participate in simulated transactions and negotiations, such as to purchase clothing, souvenirs or transport use a range of simple phrases to plan and share tasks, and ask for repetition and clarification, such as 	<p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> organise a real or simulated booth for a local Japanese community event or festival, brainstorming and planning what the booth will be about, how to attract visitors, considering options with set-up and managing roles on the day 	<p>Contribute ideas, opinions and suggestions to negotiate outcomes and share experiences</p> <p>For example:</p> <ul style="list-style-type: none"> contribute to a class blog, reflecting on and sharing experiences about topics of interest use formulaic language to express ideas and opinions, clarify meaning, and reflect on shared activities, such as わたしのいけんはちがいます。しつもんがあります。たとえば、～。つぎはもっと～を

Year 7	Year 8	Year 9	Year 10
<p>一番好きなかもくは何ですか。すうがくが上手・とくいですか。</p> <ul style="list-style-type: none"> • use simple phrases and formulaic language to participate in class activities with phrases, such as これは何ですか。～をください。はい/いいえ。ありがとうございます/ありがとうございます。 • provide evaluations, such as いいですね。ちがいます。もうすこしね。がんばってね。がんばります！とてもおもしろいですね。 • give and receive compliments using culturally appropriate language, such as すごい！じょうずですね。 	<p>じゃあ、まず何をしますか。つぎはどうしますか。もういちどいってください。すみません、わかりません。～は英語・日本語で何ですか。</p> <ul style="list-style-type: none"> • give encouragement or praise to peers during games, debates or events using language, such as がんばって！よくできました。ちょっとちがいます。もうすこしががんばってね • use culturally appropriate ways to make decisions, such as あみだくじできめましょう。じゃんけんでもいいですか。金よう日に行きましようか。そうしましよう。 • discuss typical special events, celebrations or customs in Australia and compare them with Japanese events, such as オーストラリアでは、クリスマスにプレゼントをもらいます。家族といっしょにごちそうを食べます。日本では、お正月におとしだまをもらいます。ごちそうを食べます。そして、じんじゃに行きます。 	<ul style="list-style-type: none"> • use formulaic language to create understanding, participate in shared activities and request support, such as わかりました/わかりません。てつだってください。～はどこですか。グループでそうだしましよう。ちょっとまってください。 • use appropriate interjections and communicative strategies to seek information, invite contributions or ask for clarification, such as あのう、すみません、～はどういういみですか。どうおもいますか。はい、わかりました。へえ、しりませんでした。おさきに、どうぞ。 • agree and respectfully disagree to problem solve with others, such as いいですね。そうですか。それはちょっと。 • share and compare information about Japanese places of interest, expressing preferences and reasons, to plan a trip to Japan such as おおさかはどんな町ですか。おおさかは大きくて、しずかじゃない町です。ならに行きたいですか。はい、ならはかわいいしかがいますから行きたいと思います。でも、とうきょうはにぎやかですから、行きたくないと思います。 	<p>したいです。どうやってしましようか。だいじょうぶですか。</p> <ul style="list-style-type: none"> • express compromise and negotiate, such as じゃあ、どちらでもいいです。でも、～と思います。 • make suggestions, offer alternatives, express uncertainty, and offer reasons, such as ～はどうですか。じゃあ、～にしましよう。。うーん、ちょっと。。。～からです。じゃあ、どちらでもいいです。 • participate in problem-solving scenarios or plan group activities, such as 週末、どこに行きたいですか。えいがか、こうえん、どちらがいいですか。～をしたらどうですか。でも～たいです。～からだめです・ちょっとですね。じゃあ、～てみましよう。スキーをしたいから、さっぽろへ行きましよう。でも、私はスキーができないから、あまり行きたくないです。

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • read profiles of imaginary students and use as models to create their own profile • watch a Japanese movie and note key words, specialised terms or points of information to reuse • listen to, read or view Aboriginal and Torres Strait Islander authors' stories in English and respond to questions about the story in spoken or written Japanese • interpret key details and take notes from a range of texts and record a simple summary of essential information • conduct surveys or interviews with others on familiar topics such as hobbies and interests, and present information in chosen formats 	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • listen to, read or view informative texts and note key words or phrases in a bilingual glossary for future use • read a range of texts related to others' social lives and respond to questions in Japanese or English • gather information from appropriate sources, such as a class survey or interviews about a topic of interest, and report on the information, reflecting on their own opinion • compare information from different sources and present to others in English or Japanese using tools, such as tables, concept maps and charts 	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning and perspectives appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • engage with informative texts, such as television news reports or feature articles, and note key words, specialised terms or points of information to reuse in their own texts • read about topics, such as celebrations and festivals in Japan and use the information to produce flyers, infographics or presentation slides in Japanese • compare information from different cultural contexts to identify the influence of factors, such as geography, climate, social and community environments, holidays and travel • listen to informal spoken language that may have deviations from 'correct' grammar including changes in word order and omissions of words, and predict meaning or notice differences compared to the formal/written form 	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • collate and synthesise information about language and etiquette for visitors to a Japanese-speaking community to create a digital bilingual survival guide • infer meaning and predict the main idea, gist and purpose of authentic Japanese video clips, songs or cartoons and use keywords, visual clues, context, target audience, and prior knowledge to help • use print/digital maps and travel guides of a town to find locations and give directions to places of interest
<p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • compare their own translation to classmates' and notice when it is difficult to transfer meaning from one language to the other • show awareness of instances where direct translation is not possible and discuss the reason why and how some things may be lost in translation, such as explaining why 'good luck' does not accurately translate the term <i>がんばってください</i> • search for key words in written texts by skimming and scanning for the first character of the word • recognise that Japanese doesn't have spaces between words and that particles can be used as an anchor point for identifying where words start and end in written texts 	<p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • use translation tools, such as vocabulary glossaries, bilingual dictionaries or online translation devices to translate the meaning of individual words • identify key information related to daily life and school routines, times and activities in familiar contexts and respond to written questions in English • listen several times to identify information and translate unknown vocabulary using context to support accurate translation • read a short text in Japanese and respond orally, adjusting the language appropriately, such as reading a Japanese menu and participating in a roleplay with a partner to order food at a mock restaurant 	<p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • translate/interpret a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts • reflect on their translation decisions and justify their choices • consider the cultural impact of suffixes, such as <i>~さん</i>, and <i>~くん</i> on the status of characters and the tone of translations in different contexts • experiment with translating idiomatic Japanese expressions, such as <i>はなよりだんご</i>, <i>さるはきからおちる</i>, <i>べつばら</i> and explain the best way to convey the meaning in English 	<p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • consider the nature of translating and interpreting and how cultural perspectives and concepts may be represented when transferring meaning from one language to another, such as <i>おじゃまします</i> • view excerpts of Japanese/English subtitled films, evaluate the effectiveness of specific translations, and explain aspects of culture • discuss how bilingual texts including <i>rakugo</i>, use humour to provide commentary on social issues such as family, identity, status or humility • listen to and interpret authentic instances of formal and informal language, such as simple <i>keigo</i> <i>~でございます</i> in public announcements and informal slang, such as <i>めっちゃかわいい</i>, reflecting on differences between spoken and written forms

Sub-strand: Creating text in Japanese

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts, adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a personal profile introducing students to peers in their class • construct imaginative texts to entertain younger audiences, such as plays, cartoons or short video clips, selecting language, rhythms and images that enrich the visual or listening experience • create a map of a dream home/school to compare with peers • make a video or multimodal presentation to describe the area in which they live and/or places of significance for them 	<p>Create informative, imaginative and personal texts, adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create an introduction to the school and/or neighbourhood for Japanese-speaking visitors using appropriate digital tools • write a roleplay inviting friends to a social event and present it to their peers • create a poster to advertise a school social event • create a story board, character profile, and map for an imaginary video game • report on own and others' experiences of events such as school camp, a holiday or concert, joining a sports club or about playing a new computer game 	<p>Create informative, imaginative and personal texts, selecting linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create informative texts, such as a brochure about a Japanese cultural event, sustainability efforts, or a 'zero-waste' town • produce a print/digital poster in Japanese to promote sustainable travel to a significant cultural location in an Aboriginal and Torres Strait Islander Peoples' Country/place • select different text types, such as presentations to share information about factual/imagined events and experiences for different audiences • compose an editorial and consider the features and conventions of familiar texts, noting how they are typically constructed, and how emotion is expressed • compose an alternative ending to an imaginative text, introducing a new character, changing the setting or adding a major event 	<p>Create informative, imaginative and personal texts, selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • create a video to enter school or external competitions • design, plan and create texts for others, such as a written or audio book for a primary school Japanese class, selecting language features to entertain and engage target audiences • write a speech to welcome Japanese exchange students to your school • use 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 • design, plan and create texts for others, such as a written or audio book for a primary school Japanese class, selecting language features to entertain and engage target audiences

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Apply knowledge of familiar linguistic features of spoken Japanese to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> accurately pronounce all combinations of <i>kana</i>, including voiced and unvoiced elements, and all combined sounds (contractions and blends) adjust non-verbal and spoken communication to suit the occasion and context, such as おはようございます/おはよう, すみません/ごめんなさい, ありがとうございます/ありがとう use <i>furigana</i> to support the reading of unknown <i>kanji</i> use appropriate intonation when using か to form questions 	<p>Apply knowledge of linguistic features of spoken Japanese to interact with increased fluency</p> <p>For example:</p> <ul style="list-style-type: none"> make some appropriate pauses and allow for interjection by dividing a sentence into cohesive chunks to allow for interjections, such as うん、そうですね。 use <i>katakana</i> for loan words and use available combinations of <i>katakana</i> to experiment with the Japanese pronunciation of unfamiliar loan words, such as ホワイトボード, パース apply knowledge of the sounds of Japanese by using a keyboard with <i>romaji</i> input settings to type sentences and short paragraphs, selecting <i>hiragana</i>, <i>katakana</i> or <i>kanji</i> appropriate to the context recognise that in the copula です and the verb suffix ます the 'u' is devoiced in normal speech 	<p>Apply linguistic features of spoken Japanese to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> use the basic intonation and phrasing patterns of spoken Japanese, taking the form of a down turning curve and applying it when speaking identify the use of rising intonation when asking questions in volitional form, such as 食べましょうか accurately pronounce familiar and unfamiliar words in <i>katakana</i> and explain that some new combinations of sounds have been devised for loan words and names, such as アーチャー/エイヴァ/オーウェン use connectives, あいづち and gestures to maintain momentum and engagement 	<p>Apply linguistic features of spoken Japanese to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> approximate meaning of unfamiliar words in <i>katakana</i> by applying an understanding of the Japanese sound system and recognising the ways of reading some <i>kanji</i>: a 'Japanese way' (a <i>kun-yomi</i>) and a 'Chinese way' (an <i>on-yomi</i>) identify the use of rising intonation when asking questions in casual speech or volitional form, such as 食べる?/食べましょうか recognise and apply differences in the pronunciation of English and Japanese versions of loan words, such as インターネット、セルフィ、ファストフード and pronounce unfamiliar <i>katakana</i> words use active listening skills, あいづち and conversational etiquette, including repeating heard information and confirming details at the end of a conversation, such as なるほど、かしら、ね、よ、けど
<p>Apply knowledge of familiar linguistic features of Japanese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise all <i>hiragana</i> and <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart to write words and phrases using both <i>kana</i> and <i>kanji</i>, such as 大きい車, 小さい木 use <i>furigana</i> to support the reading of unfamiliar <i>kanji</i> recognise the different functions of a range of particles, and demonstrate that word order of noun phrases is flexible as long as they appear before the verb and are accompanied by the correct particles, such as が (topic marker), を (object marker), に (time, date, place, destination, for) と (and, with), で (location, action, means), へ (direction, destination), 	<p>Apply knowledge of familiar linguistic features of Japanese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> read and write all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart comprehend the role of different scripts (<i>hiragana</i>, <i>katakana</i>, <i>kanji</i>) to represent meaning depending on context (<i>katakana</i> – loan words and sound words; <i>hiragana</i> supporting <i>kanji</i> through <i>furigana</i> and <i>okurigana</i>) and apply multiple <i>kana</i> and <i>kanji</i> stroke order rules use verbs in affirmative and negative forms and to indicate desire, such as ～ます, ～ません, ～たい/～たくないです。 	<p>Select and use an extended range of linguistic features of Japanese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> comprehend the relationship in texts between <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> and convey meaning by appropriately selecting and combining <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> characters use understanding of <i>hiragana</i> to predict meaning of unknown words recognise the systematic nature of Japanese adjective and verb conjugation, creating charts and tables for reference, and applying this knowledge in creating texts use verb stems with grammatical features, such as ～をしに行きます 	<p>Select and use an extended range of linguistic features of Japanese to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> convey meaning by appropriately selecting and combining <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> characters and use knowledge of familiar <i>kana</i> and <i>kanji</i> to predict meaning of unknown words recognise multiple readings of familiar <i>kanji</i> in different compounds, such as, オーストラリア人/やさしい人/三人; 新しい/新聞/聞きます use character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group use verb stems with grammatical features, such as ～やすい, ～にくいです

Year 7	Year 8	Year 9	Year 10
<p>～から ～まで (from, as far as, with distances or times)</p> <ul style="list-style-type: none"> • use い and な adjectives in affirmative and negative forms • use superlatives and classifiers, such as 一番好き, ～時・～分 	<ul style="list-style-type: none"> • use い and な adjectives in present and past tenses in negative forms, such as たのしくなかったです。しずかじゃなかったです。 • use superlatives and classifiers, such as 一番～, ～つ・～まい・～本 	<ul style="list-style-type: none"> • use sentence builders to express a number of actions and connect events, such as ～たり～たりします and verbs in て form 	<ul style="list-style-type: none"> • use the different functions of verb て form, including requesting and giving permission and expressing prohibition, such as ～てもいいです; ～てはいけません; ～てはだめです
<p>Identify and discuss similarities and differences in how linguistic features are used in Japanese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise how cultural values are reflected in language and actions to express identity, such as family terms, expressing consideration and respect どうぞ、どうも、 and belonging うち/そと • identify word order differences in sentences, such as subject-verb-object in English and subject-object-verb in Japanese • compare how pronouns are omitted in Japanese when the context is clear, whereas English often requires them 	<p>Identify and discuss similarities and differences in how linguistic features are used in Japanese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • reflect on similarities and differences between borrowed words across languages and why languages use loan words, such as café, guru, siesta, paparazzi, anonymous, karaoke • apply the language features of different types of texts, using appropriate wording when opening and closing emails, letters or phone conversations, such as ～さんへ、～より、もしもし and compare these to conventions used in English • create a peer teaching mini-lesson to explain a grammatical rule, such as expressing ‘and’ through the use of や or と 	<p>Reflect on and discuss similarities and differences in how linguistic features are used in Japanese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • create a metalanguage word wall in the classroom, or a glossary in student notebooks to use as a reference when reflecting on differences between languages • create and present a lesson to teach a grammatical point to peers • demonstrate understanding of differences between Japanese and English language features, such as using ‘and’ in English for connecting verbs, nouns and adjectives, and in Japanese using the て form, と/や and くて/で respectively • discuss and compare family traditions in Australia and Japan, such as mealtimes and dining etiquette, traditional and modern cuisine and present findings to the class, including the expressions いただきます。ごちそうさまでした！ 	<p>Reflect on and evaluate the use of linguistic features in Japanese texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • create a て form guide that compares how the present progressive tense of verbs are conjugated in English and Japanese and can be referred to when learning to conjugate verbs • analyse how contextual factors influence tense usage in Japanese and English, with reference to structures, such as the present progressive form しています • develop metalanguage to describe and apply grammatical concepts and language elements, and organise learning resources, such as verb charts, lists of vocabulary and sentence structures

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that language and culture are interrelated and influence one another compare a Japanese cultural value or custom, such as the importance of harmony in group settings or bowing as a greeting, with Australian cultural practices reflect on how to indicate politeness using <i>ご</i> and <i>お</i> prefixes, such as <i>お名前</i>、<i>先生のごかぞく</i> and compare how different cultures show respect through the language they use reflect on the experience of using Japanese expressions, gestures and body language, and consider how their responses reflect their own attitudes and beliefs explain how Japanese language use can vary depending on age, status, relationship and level of familiarity between participants, such as <i>母/お母さん</i>、<i>さま/さん/ちゃん</i>, avoiding <i>あなた</i> when showing politeness, and incorporating this in their own language use 	<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> explore why is it important in Japan to say <i>いただきます</i> before a meal and how this shapes peoples' beliefs and values about food and community discuss school routines, such as students cleaning their own classroom in Japan, wearing uniforms and group harmony (<i>和</i>) and reflect on how individuals in Japan versus Australia may see themselves as individuals in the group describe how cultural values are reflected in language and actions to express identity, such as kinship terms, expressing consideration and respect <i>どうぞ</i>、<i>どうも</i> and belonging <i>うち/そと</i> explain language used in Japanese interactions that reflects humility or deference, and avoids conflict, such as recognising expressions used to refuse or deflect praise of self or family, or to defer to others and, indirect or softened language, such as <i>もうすこしがんばりましょう</i>。 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> consider the influence of geography on language and culture, including <i>Osaka-ben</i> and dialects in different areas such as Okinawa compare how Japanese people show respect in their daily life with that of Australia's multicultural society, noting similarities and differences, such as the use of <i>お</i> as a politeness marking prefix in nouns recognise that language varies according to context and relationship between participants including levels of formality and politeness notice cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, such as developing an awareness of the ways of expressing feelings or emotions, maintaining harmony by avoiding conflict and direct replies to a question discuss their own and others' attitudes towards cultural diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication 	<p>Reflect on and evaluate how identity is shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> discuss Japanese cultural concepts, such as <i>恩</i> (owing a kindness), <i>義理</i> (a sense of duty) and <i>和</i> (harmony), and consider 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 explore what parts of identity, such as nationality, hobbies, religion, family, language, and favourite foods may differ for those growing up in Japan or Australia evaluate differences in text structure and grammar use between formal and informal Japanese language, such as abbreviations, dropping of particles and emphatic intonation in informal communication reflect on potential challenges for a visiting Japanese student spending time in an Australian home or an Australian student visiting Japan demonstrate through text or role-play instances of intercultural miscommunication, such as the use of personal space, volume of voice, or mobile phone etiquette