

# Year 3 Syllabus

## Year Level Description

Year 3 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in Japanese, interacting with their teacher and peers to participate in routine exchanges such as asking each other how they are and by talking about activities they participate in during their day, and events that occur through the year. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students are exposed to imaginative texts such as kamishibai (paper puppets) and respond by acting out events or identifying and comparing favourite characters and elements. They create, perform and present short imaginative texts that use familiar expressions and modelled language.

Students become familiar with the systems of the Japanese language, building their vocabulary repertoire and beginning to generate new language using verbs in the ます and negative ません form. A hiragana chart is used by students to support them as they begin to read and write words in hiragana. Students begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English.

Students are encouraged to describe their Japanese learning experiences and explore their own sense of identity and ways that they use language differently when they interact with different people. They begin to model and explain culture specific practices such as bowing when greeting and demonstrating hand gestures and body language that are used alongside

Japanese communication.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use Japanese as much as possible for classroom routines, social interactions and for learning tasks.

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## Communicating







### SOCIALISING

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Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example,

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[\(ACLJAC127\)](#)

-  Literacy
-  Numeracy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

## Understanding

### SYSTEMS OF LANGUAGE



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Recognise that there are 19 distinct consonants

(k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)

Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a hiragana character

[\(ACLJAU138\)](#)

-  Literacy
-  Critical and creative thinking


Use a hiragana chart as a framework for reading and writing


Commence basic hiragana script writing

Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements

[\(ACLJAC128\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

## INFORMING

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Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds

[\(ACLJAC130\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Convey factual information about their personal worlds in simple statements, short descriptions and

Begin to read and write words using hiragana

[\(ACLJAU139\)](#)

 Literacy

 Critical and creative thinking

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- using verbs in 肯定 and negative form 否定
- describing actions using verb 動詞 form, for example, 食べています
- understanding the rules of Japanese word order (subject + object + verb), the use of associated particles を/を/を/を/を, and the use of が in formulaic expressions, for example, noun 名詞
- understanding time words associated with days of the week, months of the year and seasons

modelled texts using graphic and digital support

[\(ACLJAC131\)](#)

- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

## CREATING

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Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes

[\(ACLJAC132\)](#)

- Literacy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

Create and perform short, imaginative texts that use familiar

- beginning to use general counters in Japanese, for example, 何個何個
- seeking information using question words 何/何/何/何/何 and the sentence-ending particle を, for example, 何個何個何個何個何個

Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English

[\(ACLJAU140\)](#)

- Literacy
- Numeracy
- Critical and creative thinking

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts

[\(ACLJAU141\)](#)

- Literacy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking

expressions and modelled language, as well as simple visual supports, for example,

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[\(ACLJAC133\)](#)

📖 Literacy

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

## TRANSLATING

Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression □

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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 pointing downwards, or waving a hand in front of the face to signal a negative response

[\(ACLJAC134\)](#)

🌐 Intercultural understanding

## LANGUAGE VARIATION AND CHANGE

Understand that different ways of using Japanese language reflect different regions, different relationships and different ways of making meaning

[\(ACLJAU142\)](#)

📖 Literacy

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

## ROLE OF LANGUAGE AND CULTURE

Understand that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region, a world language and an Australian community language





[\(ACLJAU143\)](#)

📖 Literacy






🧠 Critical and creative thinking

🌐 Intercultural understanding

Notice differences between Japanese, Australian and other

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding





cultures’ practices and how these are reflected in language  
[\(ACLJAU144\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

## REFLECTING

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Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese  
[\(ACLJAC137\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

## Achievement standard

At standard, students interact in Japanese with their teacher and each other through class experiences, activities and everyday transactions, and in routine exchanges to ask each other how they are, offer wishes and talk about events in the day and over the year, such as 何日曜日ですか。 They use simple descriptive and expressive modelled language and gestures to follow instructions, ask questions and make statements. They locate some specific points of information in a range of short texts and convey factual information about their personal worlds using familiar words, simple statements and modelled texts. Students participate in and respond to a range of imaginative texts, acting out events, identifying and

comparing favourite elements and making simple statements about characters or theme. They create and perform short imaginative texts that use familiar expressions, modelled language and simple visual supports. Students explain and demonstrate some culture-specific practices, modelled language, verbal and non-verbal forms of expression that work with language, or stand alone in Japanese communication. When interacting in Japanese, students identify similarities or differences to their own language and culture.

Students become familiar with the systems of the Japanese language, recognising that there are 19 distinct consonants and mostly understanding the system of basic Japanese sound combinations; that a vowel can be attached to most consonants to produce a hiragana character. Students use a hiragana chart to read and write basic hiragana with a satisfactory level of accuracy. They use vocabulary and expressions and apply elements of grammar in simple spoken and written texts with a satisfactory level of accuracy. They use verbs in 肯定 and negative form 否定 and describe actions using verb 辞形 form. Students identify the rules of Japanese word order (subject + object + verb), the use of associated particles 助詞/助動詞/助詞/助詞, and the use of 助詞 in formulaic expressions. They begin to use time words associated with days of the week, months of the year and seasons and begin using general counters in Japanese. Students seek information using question words 疑問詞/疑問詞/疑問詞/疑問詞/ 疑問詞 and the sentence-ending particle 助詞. Students begin to describe, with guidance, how the Japanese language works, using terms similar to those used in English. They apply some of the language features and textual conventions in simple, familiar texts. Students describe how different ways of using Japanese language reflect different regions and countries, different relationships and different ways of making meaning. They state that Japanese is the official language of Japan, and an Australian community language. Students identify the differences between Japanese Australian and other cultures' practices and how these are reflected in language.

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