

Year 2 Syllabus

Year Level Description

Year 2 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in Japanese, interacting with the teacher and peers, using simple language and gestures, to talk about friends and family members. They use repetitive and formulaic language to participate in guided group activities, simple tasks and transactions. Students identify key points of information in simple spoken, written or digital texts to complete guided tasks. They respond to Japanese versions of stories they are familiar with or Japanese folktales and compare and contrast these with texts they are familiar with. Students create or re-create simple imaginative texts such as Japanese songs, poems or rhymes.

Students become familiar with the systems of the Japanese language, beginning to recognise and copy the 46 basic hiragana characters using supports such as mnemonics and by playing games to reinforce learning. Students are also exposed to a few high-frequency kanji when they relate to the learning context.

In Year 2 students recognise that all languages, including Japanese, continuously change over time through contact with each other and through changes in society. They explore Japanese expressions that do not readily translate into English and Japanese cultural practices that are not commonly used by English speakers.

Students learn Japanese in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous

feedback, provide the essential scaffolding to assist students in the language learning process.





Communicating

SOCIALISING

Interact with the teacher and peers, using simple formulaic structures, expressions and gestures to talk about friends and family members, for example, 友達は何人いますか。何人かいます。

家族は何人いますか。何人かいます。名前は何ですか。何人かいます。

[\(ACLJAC109\)](#)

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

Participate in guided group activities, simple tasks, transactions and games, using simple, repetitive language

[\(ACLJAC110\)](#)



Understanding

SYSTEMS OF LANGUAGE

Reproduce sounds, rhythms and intonation patterns of spoken Japanese

Produce and represent basic units of sound in the three different scripts

[\(ACLJAU120\)](#)

-  Literacy
-  Critical and creative thinking

Recognise and copy the 46 basic hiragana, using support such as mnemonic clues

Identify known hiragana within a word and use that to predict the meaning

Recognise and copy a few high-frequency kanji and kana such as numbers and pictographs (basic, high frequency kanji where the picture reflects the meaning) such

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Respond to teacher talk and instruction, for example, $\frac{1}{2}$ / $\frac{1}{3}$ $\frac{1}{4}$ / $\frac{1}{5}$ / $\frac{1}{6}$ / $\frac{1}{7}$ / $\frac{1}{8}$ [\(ACLJAC111\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

INFORMING

Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds [\(ACLJAC112\)](#)

 Literacy


 Numeracy

 Information and Communication Technology (ICT) capability

as $\frac{1}{2}$ / $\frac{1}{3}$ / $\frac{1}{4}$ / $\frac{1}{5}$ / $\frac{1}{6}$ / $\frac{1}{7}$ / $\frac{1}{8}$




[\(ACLJAU121\)](#)

 Literacy

 Critical and creative thinking







Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:

- indicating affirmative and negative responses using $\frac{1}{2}$ / $\frac{1}{3}$ $\frac{1}{4}$ / $\frac{1}{5}$ / $\frac{1}{6}$ / $\frac{1}{7}$ / $\frac{1}{8}$
- using some culturally specific parallel phrases related to giving and receiving, for example, $\frac{1}{2}$ / $\frac{1}{3}$ $\frac{1}{4}$ / $\frac{1}{5}$ / $\frac{1}{6}$ / $\frac{1}{7}$ / $\frac{1}{8}$
- learning to use common onomatopoeia such as $\frac{1}{2}$ / $\frac{1}{3}$ $\frac{1}{4}$ / $\frac{1}{5}$ / $\frac{1}{6}$ / $\frac{1}{7}$ / $\frac{1}{8}$
- beginning to use counters in Japanese, for example, $\frac{1}{2}$ / $\frac{1}{3}$ $\frac{1}{4}$ / $\frac{1}{5}$ / $\frac{1}{6}$ / $\frac{1}{7}$ / $\frac{1}{8}$
- understanding how to specify items using the possessive particle $\frac{1}{2}$, for example, $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{7}$ $\frac{1}{8}$


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

Convey factual information about their personal worlds using simple statements, modelled language and support materials


[\(ACLJAC113\)](#)

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



CREATING

Respond to Japanese versions of familiar children’s stories and Japanese folk tales, comparing expressions at key points in the stories with English-language versions or other known stories, and re-enacting with puppets, props or actions, for example,  [\(ACLJAC114\)](#)




- describing people, animals, places and things using adjective–noun phrases, for example, 

[\(ACLJAU122\)](#)

-  Literacy
-  Critical and creative thinking

Understand that language is organised as ‘text’ that takes different forms and uses different structures and features to achieve its purpose

[\(ACLJAU123\)](#)

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


LANGUAGE VARIATION AND CHANGE

Understand that Japanese speakers use language differently in different situations and according to cultural norms, such as when at home with the family or in the classroom, for example,


 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


Create or recreate simple songs, poems and rhymes using familiar words and modelled language utilising non-verbal forms of support, such as clapping, gestures and facial expressions

[\(ACLJAC115\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Identify Japanese expressions that do not translate readily into English, for example,

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Identify Japanese cultural practices

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[\(ACLJAU124\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Recognise that all languages, including Japanese, change continuously through contact with each other and through changes in society

[\(ACLJAU125\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

that are not commonly used by English speakers, for example, using two hands for giving and receiving and 〆〆/〆〆 (〇×)

[\(ACLJAC116\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING

Recognise similarities and differences between aspects of Japanese and Australian cultural practices and related language use

[\(ACLJAC119\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Achievement standard

At standard, students interact in Japanese with their teacher and each other through routine exchanges, guided group activities, instructions and transactions to talk about friends and family members, such as 友達、家族、兄弟、姉妹。They use simple formulaic structures, expressions and gestures, to make statements such as 私は、〜です。 Students identify some specific points of information in simple texts to mostly complete guided tasks and they make use of simple statements, modelled language and support materials to convey factual information about their personal worlds. They listen to, view and read Japanese versions of familiar children's stories and Japanese folk tales, comparing some expressions with English language. They create or recreate simple songs, poems and rhymes using gestures, familiar words and modelled language with guidance. They identify for others some Japanese expressions that do not translate readily into English and cultural practices that are not commonly used by English speakers. Students identify some of the similarities and differences between some aspects of Japanese and Australian cultural practices and use of language.

Students become familiar with the systems of the Japanese language, reproducing the sounds, rhythms, and intonation patterns of spoken language with a satisfactory level of accuracy. They recognise and copy with a satisfactory level of accuracy, the 46 hiragana and a few high-frequency kanji with support, and identify known hiragana within words to predict meaning. They use words and expressions and some first elements of grammar with a satisfactory level of accuracy. Students indicate affirmative and negative responses using はい/ いいえ and use some culturally specific parallel phrases related to giving and receiving. They learn to use common onomatopoeia such as ぶんぶん and begin to use counters in Japanese. Students specify items using the possessive particle の, such as 先生の机。 They describe people, animals, places and things using adjective-noun phrases. They identify some different forms of texts that use different structures and features to achieve their purpose. They identify some ways Japanese speakers use language differently in different

situations and according to cultural norms. Students identify some ways that the Japanese language has changed over time through contact with other languages and changes in society.

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