

# Year 7 to 10 (Entry)

# Languages

## Japanese

September 2022

## Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0



Government  
of South Australia

Department for Education

# Languages – Japanese: Year 7 to 10 (Entry)

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# Context statement

## Context Statement for Japanese

The 3 interrelated aims of the Australian Curriculum: Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture and their interrelationship, and thereby develop an intercultural capability
- understand themselves as communicators.

The Australian Curriculum: Languages is organised through 2 interrelated strands:

- Communicating meaning in Japanese: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding language and culture: analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

The 2 strands are divided into sub-strands. The content descriptions in each sub-strand present a development sequence of knowledge, understanding and skills and the related content to be taught and learnt. These sub-strands are further organised into threads providing a deeper level of detail. Content descriptions are provided at band level supported by elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

This Japanese scope and sequence is for second language learners, that is, learners who are learning the target language at school as an additional, new language. Teachers will make appropriate adjustments to the curriculum to cater for the range of learners and their context.

For the second language learner pathway, there are 2 learning sequences:

- Foundation to Year 10 sequence
- Years 7 to 10 (Year 7 Entry) sequence.

The South Australian Languages Scope and Sequence provides:

- achievement standards written in dot points with key verbs highlighted for clarity and to emphasise the progression of achievement
- explicit plain English interpretations of content descriptions at band level
- advice through content elaborations to support understanding of the content, context and level of learning expected at each year level
- all structural elements of the Australian Curriculum presented in a cohesive way to guide planning of interrelated teaching and learning experiences
- a conceptual approach to expose students to deep inquiry to develop transferable skills, knowledge and understandings
- an intercultural language learning orientation to develop respect for diversity, openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identities and positioning
- a multilingual literacy approach, recognising that learning languages contributes to students' literacy in English, in their own languages and across the curriculum.

# Achievement standards

| Year 8  | Year 10   |
|---|---|
| <p><b>Skills</b></p> <p>By the end of Year 8, students:</p> <ul style="list-style-type: none"> <li>• <b>use</b> Japanese language to <b>interact</b> and <b>collaborate</b> with others</li> <li>• <b>share</b> information and <b>plan</b> activities in familiar contexts</li> <li>• <b>respond</b> to others' contributions</li> <li>• <b>recognise</b> familiar gestures, questions and instructions in exchanges</li> <li>• <b>locate</b> and <b>respond</b> to information in texts</li> <li>• <b>use</b> nonverbal, visual and contextual cues to help make meaning</li> <li>• <b>respond</b> in Japanese or English, and <b>demonstrate</b> understanding of context, purpose and audience in texts</li> <li>• <b>use</b> familiar language, and modelled sentence and grammatical structures to <b>create</b> texts</li> <li>• <b>demonstrate</b> understanding of how some language reflects cultural practices</li> <li>• <b>use</b> some familiar katakana and kanji, and hiragana, with support.</li> </ul> <p><b>Understandings</b></p> <p>By the end of Year 8, students:</p> <ul style="list-style-type: none"> <li>• <b>approximate</b> Japanese sound patterns, intonation and rhythms</li> <li>• <b>recognise</b> the relationship between spoken and written forms</li> <li>• <b>demonstrate</b> understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication</li> <li>• <b>comment</b> on aspects of Japanese and English language structures and features, using metalanguage</li> <li>• <b>demonstrate</b> awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own languages, cultures and identity.</li> </ul> | <p><b>Skills</b></p> <p>By the end of Year 10, students:</p> <ul style="list-style-type: none"> <li>• <b>initiate</b> and <b>sustain</b> Japanese language to <b>exchange</b> and <b>compare</b> ideas and experiences about their own and others' personal world</li> <li>• <b>communicate</b> using non-verbal, spoken and written language to <b>collaborate, plan</b> and <b>reflect</b> on activities and events</li> <li>• <b>interpret</b> and <b>analyse</b> information and ideas in texts and <b>demonstrate</b> understanding of different perspectives</li> <li>• <b>synthesise</b> information and <b>respond</b> in Japanese or English</li> <li>• <b>adjust</b> language to <b>convey</b> meaning and to suit context, purpose and audience</li> <li>• <b>use</b> structures and features of spoken and written Japanese to <b>create</b> texts</li> <li>• <b>use</b> a combination of kana and a range of familiar kanji appropriate to context.</li> </ul> <p><b>Understandings</b></p> <p>By the end of Year 10, students:</p> <ul style="list-style-type: none"> <li>• <b>apply</b> features of the Japanese sound system to enhance fluency</li> <li>• <b>demonstrate</b> understanding of the sound system in spoken exchanges and scripts for written texts</li> <li>• <b>select</b> and <b>use</b> sentence and grammatical structures to <b>interact, make</b> meaning and <b>create</b> texts</li> <li>• <b>identify</b> multiple readings of familiar kanji in different compounds</li> <li>• <b>support</b> discussion of structures and features of texts, using metalanguage</li> <li>• <b>reflect</b> on their own language use and cultural identity</li> <li>• <b>draw</b> on their experience of learning Japanese, to <b>discuss</b> how this learning influences their ideas and ways of communicating.</li> </ul> |

# Scope and sequence

## Strand: Communicating meaning in Japanese

Using language for communicative purposes in interpreting, creating and exchanging meaning.

### Sub-strand: Interacting in Japanese

Socialising, exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions, varying language according to context, purpose and audience; participating in planning, negotiating, deciding and taking action.

### Thread: Socialising and interacting

| Year 7  | Year 8  | Year 9  | Year 10   |
|---|---|---|---|
| <p><b>Interact</b> with others using familiar language to <b>exchange</b> information in familiar contexts about self and personal world, varying language according to situation and relationship.</p>   |   | <p><b>Initiate</b> and <b>sustain</b> interactions in familiar and unfamiliar contexts to <b>exchange</b> ideas, feelings, experiences and opinions about their own and others' personal world, varying language according to purpose and relationship.</p>   |   |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>exchange</b> greetings depending on time of day, for example おはようございます、こんにちは and use appropriate titles and terms of address according to the relationship between participants, such as ~先生<sup>せんせい</sup> or ~さん</li> <li>• <b>introduce</b> themselves, using modelled language and gestures, for example, じこしょうかい including bowing and appropriate eye contact</li> <li>• <b>exchange</b> personal details with classmates and teacher through role-play or short interviews, using modelled language, such as おなまえは何ですか。私はエマです。何才ですか。十二才です。or おなまえは? 何才? 十二才</li> <li>• <b>engage</b> in simple written exchanges with others, for example, by sharing greeting cards and messages based on modelled expressions おたんじょう日おめでとうございます!メリークリスマス。お母さん、ありがとう。~へ ~より</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>exchange</b> aspects of their personal and social worlds, for example, when describing friends, family, pets, teachers, school, extracurricular and leisure activities, and asking and responding to familiar questions, such as 犬のなまえは何ですか。日本語が好きですか</li> <li>• <b>share</b> and <b>request</b> information about health and feelings using modelled language, for example, きょうはうれしい!~さんは?おなかがぺこぺこです。つかれました。さむいです。ときどきします</li> <li>• <b>respond</b> to thanks, agree and disagree, and give and receive items using gestures and formulaic language, for example, どうぞ。どうもありがとう、and use basic interjections such as そうですね</li> <li>• <b>share</b> experiences, and likes and dislikes, using modelled language and cohesive devices, such as linking words when sequencing or elaborating, for example, an email about a recent experience, げつようび 月曜日に、バロッサに行きました。それから、さんぽ</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>initiate</b> conversations and <b>develop</b> strategies to <b>sustain</b> interactions with others, such as when asking for clarification or confirmation, or acknowledging and showing interest, using modelled gestures and expressions and あいづち, such as ああ、そうですか。ほんとう?へえ。はい。うん</li> <li>• <b>vary</b> levels of formality for everyday exchanges such as apologies, for example, おそくなってすみません。ごめんね! and for thanking, inviting or congratulating one another, for example, メールをありがとう。いっしょにカラオケをしませんか。おめでとうございます</li> <li>• <b>share</b> thoughts and feelings about significant events in their own lives such as birthdays and holidays and, with support, make comparisons with those of teenagers in Japan, for example, 土曜日はぼくのたん生日パーティーでした。どうでしたか。たくさん友だちが来て、たのしかったです</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>develop</b> strategies to <b>initiate</b> and <b>sustain</b> interactions, such as asking for clarification, confirmation or additional information or hesitation ええと、あのういつしますか、だれとしますか、どうですか、ええと</li> <li>• <b>acknowledge</b> and <b>show</b> interest using appropriate gestures and expressions, for example, あいづち, such as いいですね、そうですね</li> <li>• <b>provide</b> evidence or reasons to justify own opinions, preferences, or planned actions, in response to others, for example, べんりだから/なので、コンビニで買いものをします。さかなはおいしいから、にくよりすしのほうが好きです</li> <li>• <b>share</b> information and <b>express</b> opinions about teenage life such as popular culture, sports, part-time work, special events or global issues such as sustainability, for example, マリナさんの趣味は何ですか。本を読むことです。だから、日本のまんががとても好きです。日本でリサイクルは大変ですが、たいせつだと思います。</li> </ul> |

| Year 7   | Year 8  | Year 9   | Year 10  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• <b>express</b> likes or dislikes, for example, スポーツが好きです。アニメが好きです。しゅくだいはちょっと...</li> <li>• <b>vary</b> language use to show politeness and respect, for example, through the use of ご and お prefixes in Japanese.</li> </ul>  | <p>しました。バロツサのけしきが好きです。でも、つかれました</p> <ul style="list-style-type: none"> <li>• <b>vary</b> language use based on age, gender, relationship, status and the level of familiarity between participants, for example, 母/お母さん and ~くん/~ちゃん/~さん、ぼく、私、はい、うん、こんにちは、ハロー、さようなら、バイバイ、avoiding あなた when showing politeness.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>share</b> ideas about who is part of their <sup>うち</sup>内 and <sup>そと</sup>外 relationships, with teacher support, for example, 一番好きな友だちはケリーです。だから、内のかんけいです。家族も内です。先生は？</li> <li>• <b>interact</b> via different modes of written communication in print and digital form, for example, by writing letters, text messages and emails, to exchange personal information, ideas and opinions はい、十時に行きます、~さんはどうですか。</li> </ul> | <ul style="list-style-type: none"> <li>• <b>explain</b> ideas, feelings and aspirations orally and in writing, for example, サッカーをすることが大好きです。だから、コーチになりたいです。</li> <li>• <b>vary</b> language use for different communicative purposes, such as when writing formal letters compared to text messages and formal speeches and engaging in informal conversations.</li> </ul> |
| <p><b>Key concepts:</b><br/>identity, respect, community, interculturality, variation</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What is identity?</li> <li>• How does my identity change in different situations?</li> <li>• How can we show respect through the language choices we make?</li> <li>• Can we belong to more than one culture?</li> <li>• How does language change when speaking formally or informally?</li> </ul> |   | <p><b>Key concepts:</b><br/>relationships, perspective, respect, variation, status</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• How do our relationships affect the language we use?</li> <li>• Is there a right or wrong way to communicate?</li> <li>• How do we form opinions?</li> <li>• How does the way we use language change for different audiences?</li> </ul>  |  |

### Thread: Building language for classroom interaction

| Year 7   | Year 8   | Year 9  | Year 10  |
|--|--|---|--|
| <p>Use Japanese language to <b>interact</b> in exchanges, routines, tasks and responsibilities related to classroom and interests.</p>   |  | <p>Use Japanese language to <b>initiate</b> exchanges to <b>question</b>, <b>offer</b> opinions, and <b>compare</b> and <b>discuss</b> ideas.</p>   |  |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>use</b> set phrases, formulaic expressions and gestures for interacting in classroom routines, such as opening and closing lessons and responding to roll call, for example, きりつ、れい、ちゃくせき、はい、います。いいえ、いません</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>ask</b> and <b>respond</b> to questions for clarification and to show understanding or express misunderstanding, such as, Dance は日本語で何ですか。Dance は日本語で「おどる／おどり」で</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>participate</b> in classroom routines using modelled language to <b>request</b> clarification, for example, テストは何日ですか。ゆっくり言ってください、to <b>apologise</b>, for example, すみません、しゅくだいをわすれました、and to <b>ask</b> and <b>respond</b> to</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>initiate</b> classroom interactions to <b>request</b> clarification of words, phrases and instructions, for example, どういう意味ですか。次のステップは何ですか？</li> </ul> |

| Year 7  | Year 8   | Year 9   | Year 10  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• <b>use</b> visual aids such as posters to ask for clarification, for example, ～は英語で何ですか。十四ページですか or permission, for example, トイレに行ってもいいですか, to apologise for lateness or interrupting, for example, おくれてすみません。すみません、ちょっといいですか, to borrow classroom objects, for example, えんぴつをかしてください。～どうぞ。ありがとうございます、けしゴム、ありますか, and to give praise or encouragement, for example, がんばって。よくできました</li> <li>• <b>use</b> appropriate language and behaviour when giving and receiving classroom objects, for example, どうぞ。ありがとうございます</li> <li>• <b>follow</b> simple instructions to <b>complete</b> an activity or to get organised, for example, たってください。三人グループになってください。</li> </ul> | <p>す。はい、わかりました。いいえ、ちょっとわかりません。すみません、もう一度おねがいします</p> <ul style="list-style-type: none"> <li>• <b>give</b> and <b>follow</b> simple scaffolded instructions when interacting, to complete an activity, get organised, or help peers, for example, 最初に、紙を半分において、きれいに切ってください</li> <li>• <b>praise, compliment</b> and <b>encourage</b> others, for example, 上手ですね。いいですね。よくできました。すごいね。もうちょっとがんばりましょう</li> <li>• <b>ask</b> about and <b>clarify</b> the location of classroom items and materials by understanding the use of <b>こそあど</b> such as, <b>ここ, そこ, あそこ, どこ</b> and using modelled prepositions, for example, えんぴつはどこにありますか。テーブルの上にあります。</li> </ul> | <p>questions, for example ～はえい語で何ですか、この漢字はどう読みますか</p> <ul style="list-style-type: none"> <li>• <b>respond</b> to and <b>give</b> instructions regarding classroom routines and tasks, and <b>enquire</b> about and <b>describe</b> the location of classroom items and materials by using appropriate prepositions, for example, げんこうようしはどこにありますか。先生のつくえの上にあります。ペットボトルをリサイクルしてください</li> <li>• <b>participate</b> in class discussion with support, about key grammar notes, and <b>make</b> suggestions, <b>ask</b> questions and <b>offer</b> opinions, for example, つぎはだれですか。いっしょにしましょうか。つまらないですね</li> <li>• <b>show</b> appreciation and <b>give</b> compliments to one another, for example, よくできました。うたが上手ですね</li> <li>• <b>discuss</b> their language learning experience, for example, 日本語はやさしいですが、かんじはむずかしいですね。でも、おもしろいです。</li> </ul> | <ul style="list-style-type: none"> <li>• <b>express</b> gratitude by <b>thanking</b> others, for example, 手伝ってありがとうございます and <b>offering</b> to do something for someone else, for example, 手伝いましょうか。わかりますか?</li> <li>• <b>provide</b> and <b>request</b> feedback by <b>asking</b> for or <b>offering</b> opinions, and <b>discussing</b> ideas, for example, どう思いますか。おもしろいです, and by <b>questioning</b> or making suggestions, for example, スポーツと体育は同じ意味でしょうか? この文に体育のほうがいいでしょうか。</li> </ul> |
| <p><b>Key concepts:</b><br/>roles, routines, politeness, procedure</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What roles and routines do we need in the classroom and why?</li> <li>• What’s the daily language of our classroom?</li> <li>• How do we show politeness?</li> <li>• What skills do I need to give and follow instructions effectively?</li> </ul>   |  | <p><b>Key concepts:</b><br/>respect, perspective, opinions, routines, politeness</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What skills do we need to share opinions respectfully?</li> <li>• What language builds a respectful classroom?</li> </ul>   |  |

## Thread: Taking action and transacting

| Year 7  | Year 8  | Year 9  | Year 10  |
|---|---|---|--|
| <p><b>Organise</b> activities relating to daily life and school environment, and <b>contribute</b> to non-verbal, spoken and written transactions with peers using familiar language.</p>   |   | <p><b>Plan</b> shared activities, events and experiences, <b>taking</b> action and <b>transacting</b> using non-verbal, spoken and written exchanges.</p>   |  |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>participate</b> in activities such as physical, board or digital games using rehearsed and set phrases in Japanese to give guidance or support, such as 私の番<sup>ばん</sup>、みぎ、ひだり、かった!、まけた、ざんねん、だめだった、だいじょうぶ?、がんばって!、つぎはだれ?、だれの番?、一、二、三!</li> <li>• <b>work</b> with a peer or in a group to <b>complete</b> activities involving multiple steps, for example, when following a recipe to make やきそば、おこのみやき、てまきずし or おりがみ</li> <li>• <b>participate</b> in modelled scenarios that involve ordering and purchasing goods such as food and drink, using gestures such as nodding and appropriate formulaic phrases, for example, やきとりをください。おちゃ、おねがいします。いくらですか。</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>work</b> collaboratively to <b>create</b> displays, and <b>plan</b> and <b>participate</b> in presentations or videos to showcase their Japanese language learning to the school or local community</li> <li>• <b>organise</b> activities for other students or a buddy class that may assist with learning Japanese, for example, by teaching a song with actions or playing a game</li> <li>• <b>collaborate</b> with peers to <b>organise</b> an event such as a class party or cultural celebration, or by role-playing the purchase of required goods, such as foods and decorations</li> <li>• <b>make</b> arrangements to meet with a friend and <b>decide</b> on place, time and activity using indirect disagreement to soften responses or refusal, for example, 火曜日<sup>かようび</sup>にテニスをしませんか。火曜日はちょっと…。</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>collaborate to plan</b> shared activities that involve authentic or simulated transactions, for example, when arranging an outing or presenting a performance, using set phrases and modelled language</li> <li>• <b>plan</b> and <b>clarify</b> arrangements, for example, 金曜日のごご三時半にえきの前で会いましょう。じゃあ、金曜日のごご三時半に、えきの前でですね</li> <li>• <b>engage</b> in scenarios to <b>transact</b>, <b>negotiate</b> and make decisions about goods and services, such as ordering in shops and restaurants, specifying size, number and colour where relevant, and commenting on products, for example, むらさきのLサイズをください。かわいいですね</li> <li>• <b>engage</b> in and <b>respond</b> appropriately in social transactions, such as presenting gifts, accepting and declining requests and invitations, making excuses and apologising, and using protocols for politeness and respect, such as, 土曜日はひまですか。土曜日はちょっと…。日曜日はどうですか。日曜日にえいがを見ませんか。いいですね、行きましょう</li> <li>• <b>reflect</b> on activities and experiences by offering and eliciting opinions, for example, どうでしたか、どう思いますか、たのしかったです、たのしそうですね</li> <li>• <b>soften</b> responses, for example, when purchasing goods, これいいですね。でも、ちょっと高い<sup>たか</sup>と思います<sup>おも</sup>ます。</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>negotiate</b> respectfully with peers to <b>choose</b> a social or community cause and decide how to take action, for example, by participating in a local clean-up event, or fundraising for victims of a natural disaster</li> <li>• <b>collaborate to plan</b> and <b>prepare</b> for a real or virtual event or excursion, for example, 八時に学校の前で会いましょう。それから学校のバスで行きましょう、八時ちょっと前に来てください。何をやるよいてですか、and reflect on the experience and the language and processes used</li> <li>• <b>discuss</b>, <b>plan</b> and <b>reflect</b> on scenarios related to living and travelling in Japan, such as, interactions with a host family, using public transport, purchasing goods, ordering food or giving and receiving gifts at social occasions, whilst noting cultural considerations</li> <li>• <b>collaborate to plan</b> a whole class or school event or celebration, such as a うんどうかい or はなみ <b>considering</b> perspectives of all participants and <b>negotiating</b> the outcome</li> <li>• <b>offer</b> and <b>elicit</b> opinions, for example, どうでしたか、どう思いますか、たのしかったです、たのしそうですね</li> <li>• <b>use</b> the polite form and plain form to <b>respond</b> appropriately depending on context and audience, for example, when communicating with a close friend, いっしょに見に行く or with a せんぱい, いっしょに食べに行きませんか? 金曜日、どうでしょうか。</li> </ul> |



| Year 7   | Year 8 | Year 9   | Year 10 |
|--|--------|--|---------|
| <p><b>Key concepts:</b><br/>transaction, roles and responsibilities</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• How does role-play in different scenarios help us learn about languages and cultures?</li> <li>• What language choices are we making when we borrow, buy, sell, swap and trade?</li> <li>• How can we share roles and responsibilities and work together?</li> </ul> |        | <p><b>Key concepts:</b><br/>transaction, collaboration, respect, negotiation, perspective</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to collaborate?</li> <li>• How can our language choices convey respect?</li> <li>• How do we negotiate decisions when we have different ideas and opinions?</li> <li>• What happens when we consider a scenario from a range of perspectives?</li> </ul> |         |

**Sub-strand: Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

**Thread: Obtaining and using information**

| Year 7  | Year 8  | Year 9  | Year 10   |
|---|---|---|---|
| <p><b>Locate</b> and <b>process</b> information and ideas in familiar spoken, written and multimodal texts.</p>   |   | <p><b>Analyse</b> information, <b>synthesise</b> ideas and <b>notice</b> perspectives in a range of texts.</p>  |   |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>locate</b> and <b>match</b> key details such as name, age, place and price from familiar texts such as conversations, profiles and menus</li> <li>• <b>read, listen</b> to and <b>view</b> texts such as video clips, websites, brochures, labels and packaging, with support, and <b>organise</b> key points in a new way, for example, in a list or a personal vocab dictionary</li> <li>• <b>organise</b> and <b>classify</b> results of class surveys on topics such as students’ likes and interests and family, and <b>record</b> in a table or diagram.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>identify</b> and <b>record</b> key points of information from texts such as websites, advertisements or announcements on topics such as popular culture, youth life, fast food, and shopping, in Japan</li> <li>• <b>identify</b> audience, purpose, context and gist in familiar texts such as conversations, emails and video clips</li> <li>• <b>identify</b> and <b>explain</b> cultural values reflected in a range of texts, such as the use of symbols, signs or images in advertising</li> <li>• <b>process</b> information in a new way, for example, by <b>sequencing</b> activities chronologically as a timeline after reading a text such as a recount.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>obtain</b> information from a range of texts, for example, <b>find</b> information in letters, articles, television reports, interviews and video clips, and <b>demonstrate</b> comprehension through a range of presentation modes such as short answers, summaries, graphs, charts, diagrams and written or digital reports</li> <li>• <b>analyse</b> information from simple, authentic Japanese texts, such as an email, travel brochure, article, review, journal/diary, and <b>identify</b> context, audience and purpose</li> <li>• <b>read</b> or <b>view</b> informative and persuasive texts, for example, print, television and online advertisements, <b>noting</b> text purpose and language use</li> <li>• <b>interpret</b> information in personal texts such as blogs and diary entries by <b>making</b> connections between stated opinions and own opinions.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>listen to, view</b> and <b>record</b> specific details from texts, such as websites, interviews, documentaries, reports and podcasts, on topics such as popular culture, recycling, sustainability and ‘zero waste’, school life, sports or leisure activities in Japan to ascertain the gist</li> <li>• <b>synthesise</b> factual information from a range of print, online or web-based travel and leisure texts and use it to <b>compare</b> options and make suggestions, for example, <i>しんかんせんはとても高いですが、べんりだと思います。とうきょうからきょうとまで二時間半かかります。バスで八時間ぐらいかかります</i></li> <li>• <b>identify</b> variations in spoken and written informative and persuasive texts, such as print, television, online advertisements, and notice the differences in language according to the intended audience, purpose and context</li> <li>• <b>examine</b> how the news portrays information about world events in Japan and Australia, <b>reporting</b> similarities and differences, for example, by <b>comparing</b> articles and TV broadcasts, and <b>examine</b> the level of information given depending on audience</li> <li>• <b>examine</b> news articles or websites related to a specific social, environmental or cultural issue, <b>consider</b> what perspectives are represented, and <b>rate</b> the reliability and quality of information in a written or digital report.</li> </ul> |

| Year 7   | Year 8 | Year 9   | Year 10 |
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| <p><b>Key concepts:</b><br/>description, response, message, おんがえし, information, processing</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What is the difference between fact and fiction?</li> <li>• How can we locate the information we need?</li> </ul> |        | <p><b>Key concepts:</b><br/>engagement, opinion, connection, perspective, analysis, reliability</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• From whose perspective is the text told or expressed?</li> <li>• Where can I see culture reflected in texts?</li> <li>• How do we know what sources of information are reliable and trustworthy?</li> <li>• What processes could we use to analyse and evaluate a text?</li> </ul> |         |

**Thread: Participating in and responding to imaginative experience**

| Year 7   | Year 8   | Year 9   | Year 10   |
|--|--|--|---|
| <p><b>Participate</b> in and <b>respond</b> to imaginative experiences, by <b>identifying</b> key ideas and messages, and making connections with cultures, characters, settings and events.</p>   |  | <p><b>Engage</b> with and <b>respond</b> to imaginative texts, sharing views about themes, events and values, and making connections with own cultures, experiences and other texts.</p>   |   |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>participate</b> in choral and guided reading of a range of stories, rhymes and poems</li> <li>• <b>answer</b> simple questions from the teacher about characters, places or events in texts such as stories, films and <i>anime</i> using short responses such as これはだれですか。ポップです。どこですか。日本です</li> <li>• <b>identify</b> characters and events in a range of texts, such as picture books, <i>manga</i> excerpts and film</li> <li>• <b>share</b> reactions <b>using</b> modelled language and expressions, for example, おもしろいはなしですね。ちょっとこわい。かなしい。たのしかった。びっくりしました。どきどき。</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>ask</b> and <b>answer</b> questions about characters and themes in texts such as <i>anime</i>, <i>manga</i> or song, for example, どんな人ですか。やさしい人です。どんなテーマですか。テーマは愛です</li> <li>• <b>listen</b> to or <b>view</b> simple texts, such as art and stories, from Japan and Australia to <b>share</b> opinions, for example, この絵は美しいです。ドキドキしました</li> <li>• <b>identify</b> ideas and key messages such as the moral of a story, and make connections across cultures, for example, Japanese concepts of おんがえし, working hard, consideration of others and humility.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>identify</b> cultural concepts in traditional stories, for example, おんがえし, working hard, consideration of others and humility</li> <li>• <b>describe</b> characters and contexts in texts, for example folk tales, stories or films, <b>using</b> modelled language, for example, ももたろうはおばあさんとおじいさんが大好きです。でも、村は大変なもんだいがありました。だから、ももたろうは鬼とたたかいました</li> <li>• <b>respond</b> to cultural elements such as せんぱい and こうはい in contemporary texts from Japan, including songs, memes, <i>manga</i>, television programs, video clips or subtitled film excerpts</li> <li>• <b>adapt</b> an imaginative text such as a cartoon or skit, for example, by resequencing events, adding a new element or changing the location or era.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>listen</b> to, <b>read</b> and <b>view</b> imaginative texts with support by <b>identifying</b> key ideas and characters, for example, このテキストのヒーローは太陽です。いつも、あかるいからです</li> <li>• <b>discuss</b> cultural meaning in a range of contemporary and traditional texts, for example, comparing elements of ドラマ and game or variety shows, or comparing いっすんぼうし and おやゆびひめ</li> <li>• <b>discuss</b> themes and ideas in texts such as narratives, for example, テーマは友達だと思えます。ももたろは犬とさるとりの友達になりました。それで、ももたろうたちがかちました。だから、友達は大切です</li> <li>• engage with visual texts such as video clips, anime or artworks and discuss aspects of the text that</li> </ul> |

| Year 7   | Year 8 | Year 9  | Year 10   |
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|  |        |   | <p>they enjoyed or disliked, with a simple reason or opinion, おもしろかったです。だから、また見たいです or でも、とても長かったと思います。この絵にはピンク色がたくさんあります。ピンクは幸せな色だと思います。</p> |
| <p><b>Key concepts:</b><br/>description, response, message, おんがえし</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What language can I use to describe the characters?</li> <li>• Is there a message in every imaginative text?</li> <li>• What do I really think about the message in this imaginative text?</li> <li>• How can imaginative experiences help us learn languages and understand cultures?</li> <li>• What can we learn about the Japanese concept of おんがえし through performances and stories?</li> </ul> |        | <p><b>Key concepts:</b><br/>engagement, opinion, connection</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What makes an imaginative text engaging?</li> <li>• Why do we sometimes have differing opinions about an imaginative experience?</li> <li>• From whose perspective is the imaginative text told or expressed?</li> <li>• How can imaginative experiences help us understand the relationship between language and culture?</li> </ul> |   |

### Thread: Translating, interpreting and explaining meaning

| Year 7   | Year 8  | Year 9  | Year 10   |
|--|---|---|---|
| <p><b>Translate</b> and <b>interpret</b> familiar texts from Japanese to English and vice versa, and <b>explain</b> differences in meanings.</p>   |   | <p><b>Translate</b> and <b>interpret</b> non-verbal, spoken and written interactions and texts from Japanese to English and vice versa, and <b>explain</b> translation choices and cultural ideas.</p>  |   |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>translate</b> short descriptions with teacher support and <b>identify</b> challenges such as lack of word for word equivalence, for example, in captions and conversations, よろしくおねがいします</li> <li>• <b>use</b> support resources, for example, word walls, lists and charts, <b>noticing</b> issues such as multiple meanings of words and the need to consider context, for example, やさしい and おもしろい <b>identify</b> words and expressions encountered in simple Japanese texts such as cards, menus or parts of stories that do not translate easily into</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>collaborate</b> with peers to <b>translate</b> and <b>interpret</b> spoken texts such as digital correspondence and phone conversations between friends, considering Japanese ways of interacting and own communicative style</li> <li>• <b>translate</b> and <b>interpret</b> short, familiar texts, for example, greeting cards or menus, using resources such as print dictionaries and electronic translation tools with support</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>translate</b> familiar texts such as public signs, notices or advertisements from Japanese into English and vice versa, and <b>compare</b> levels of politeness or degree of directness using ましょう form, for example, keep clean きれいにしましょう which translates to, ‘let’s clean’ or ‘do not litter’</li> <li>• <b>compare</b> Japanese and English, noting how language is used differently, for example, when describing people, ふるい is not used to describe age</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>translate</b> and <b>interpret</b> texts such as emails, blogs and social media comments, <b>considering</b> words, concepts and expressions that reflect cultural values or experiences, such as, よろしくおねがいします。いらっしやいませ。おつかれさま</li> <li>• <b>translate</b> texts, <b>annotating</b> and <b>explaining</b> language choices made when encountering terms that cannot be used interchangeably, for example, すみません/ごめんなさい。ください/おねがいします。こんにちは/もしもし</li> </ul> |

| Year 7   | Year 8  | Year 9  | Year 10  |
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| <p>English and that reflect aspects of Japanese culture, for example, 定食<sup>ていしょく</sup>、いただきます、ごちそうさまでした、the use of ‘happy’ in English birthday greetings compared to おめでとう、しつれいします、はじめまして、どうぞよろしく</p> <ul style="list-style-type: none"> <li>• <b>interpret</b> and <b>explain</b> culturally significant expressions and gestures in spoken Japanese texts for others, for example, English commentary on a short Japanese skit or presentation</li> <li>• <b>notice</b> how the three scripts are used in texts to represent different roles in the Japanese language and <b>identify</b> how scripts can help to make sense of a text.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>use</b> dictionaries and electronic translation tools to <b>identify</b> issues such as multiple meanings of words, non-equivalence and the need to consider context</li> <li>• <b>recognise</b> that non-verbal communication, culture, behaviour, imagery and symbols convey meaning, and can be translated and interpreted</li> <li>• <b>compare</b> own translations of simple texts with peers’, <b>noticing</b> words or expressions that were translated differently or similarly, and <b>explain</b> reasons for discrepancies, noting the use of the three scripts.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>examine</b> literal translations of everyday social interactions in Japanese and <b>identify</b> culturally significant concepts, for example, saying ごちそうさま after meals or すみません in a restaurant, or terms used for apologising or excusing</li> <li>• <b>use</b> print, electronic and online dictionaries when <b>interpreting</b> the meaning of words or phrases, taking context into account, for example, やさしい、高い、<sup>あし</sup>足</li> <li>• <b>discuss</b> incidents in Japanese language exchanges when miscommunication has occurred, and <b>reflect</b> on why or how this happened.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>evaluate</b> the effectiveness of electronic translators, for example, by <b>comparing</b> back-translations of short texts or formulaic phrases, <b>identifying</b> instances of non-equivalence and <b>noticing</b> the potential pitfalls of literal translation</li> <li>• <b>consider</b> differences between Japanese and English expressions and idioms, including loan words, used to describe characteristics or personality traits, for example, センスがいい、ころ大きい、あたまがいい、はながたかい and how these cannot be translated literally</li> <li>• <b>understand</b> the cultural importance of humour and hierarchical status in texts, for example, how roles and relationships define interaction せんばい、こうはい、ぼけ、つつこみ in 漫才<sup>まんざい</sup>。</li> </ul> |
| <p><b>Key concepts:</b><br/>translation, interpretation, mediation, comparison, equivalence, translanguaging</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What helps us predict the meaning of words and expressions?</li> <li>• How can we move between languages and cultures?</li> <li>• Why is there more than one way to translate or interpret meaning from one language or culture to another?</li> <li>• Are online translators a help or a hindrance?</li> <li>• How do I know if I have understood the message?</li> <li>• What is translanguaging?</li> </ul>  |   | <p><b>Key concepts:</b><br/>translation, interpretation, mediation, analysis, translatability, translanguaging</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Can we separate language from culture?</li> <li>• Why is it difficult to translate a word or expression without context?</li> <li>• What does ‘lost in translation’ mean?</li> <li>• How do I explain cultural sayings or expressions that have no direct translation?</li> <li>• How can I ensure that my message is understood?</li> <li>• How is translanguaging useful?</li> </ul>   |  |

| Sub-strand: Creating text in Japanese   |  |  |   |
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| Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.   |  |  |   |
| Thread: Conveying and presenting information  |  |  |   |
| Year 7  | Year 8   | Year 9   | Year 10   |
| Convey and present information for familiar contexts, purposes and audiences.   |  | Convey and present information for a range of contexts, purposes and audiences.  |   |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>share</b> factual information with the class about self, peers or familiar topics, <b>using</b> labels, captions or descriptions</li> <li>• <b>create</b> texts to <b>present</b> information about their personal world, such as an introduction to their family, likes and dislikes</li> <li>• <b>create</b> simple bilingual texts, for example, by adding captions or labels to photo stories, classroom displays or locations in the school, or by creating a menu</li> <li>• <b>share</b> a profile of a well-known person in Japan or Australia, with peers, community members or a sister school, including details, for example, とし、かぞく、and 好きなこと such as 食べもの、スポーツ、かもく、どうぶつ。</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>present</b> information texts about their daily life or routine using linking words, to <b>share</b> with peers and the teacher, for example, 月曜日、八時半に学校に行きます。一時間目は英語です。そして、二時間目はすう学です</li> <li>• <b>create</b> texts to <b>convey</b> information about their personal world, such as an introduction to their family, neighbourhood or a week in the life of an Australian teenager, for other Japanese speaking peers or potential exchange students, for example, in a bilingual subtitled video clip</li> <li>• <b>report</b> on events and activities in their personal life or school context, such as through a digital post, class talk, labelled diagrams, charts or illustrated schedules, for example, きのう、サッカーをしました。私のチームはかちました</li> <li>• <b>present</b> aspects of lifestyles in Japan and Australia, such as young people’s interests, school life and local cultures, using formats such as data displays, charts or graphs to identify similarities and differences, for example, 今オーストラリアは秋です。でも、日本は春です。</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>create</b> a persuasive text for a targeted audience, for example a print or digital advertisement</li> <li>• <b>present</b> a report for the class, school or wider community on perspectives and ideas from fellow students about a current school or local issue, for example, the results of a peer survey about possible food options in the canteen</li> <li>• <b>write</b> a procedure to instruct others, such as, how to get to a particular location, how to play a game or sport or how to prepare their favourite food, using て form with support</li> <li>• <b>create</b> multilingual texts to inform or engage the school community, for example, <b>translate</b> or <b>explain</b> key terms and expressions in invitations, posters, timetables or brochures.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>present</b> facts and issues to others using appropriate text structure and language features to <b>engage</b> a range of contexts, purposes and audiences, for example, by publishing an informative comic for younger students or presenting a mini bilingual documentary to peers with subtitles and captions</li> <li>• <b>inform</b> others within the school or beyond of aspects of traditions and cultural practices in Japan or Australia, using multimodal presentations, such as fashion trends or ways of preparing and eating food in different regions and/or seasonal influences, for example, おこのみやき and なべ</li> <li>• <b>convey</b> information and ideas, for example, <b>publish</b> an informative guide for students from Japan on a local community website about what they could do and expect in that area</li> <li>• <b>create</b> a bilingual text for a digital forum and consider the best use of each language depending on the context, purpose and audience</li> <li>• <b>convey</b> multiple perspectives and ideas related to a significant event or issue in the media in a display or presentation for the school or community.</li> </ul> |
| <p><b>Key concepts:</b><br/>creating, sharing, presenting, bilingualism, multilingualism</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What is my biodata?</li> <li>• How could I share information about my world in an interesting way?</li> </ul>  |  | <p><b>Key concepts:</b><br/>creating, conveying, presenting, bilingualism, multilingualism</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• From whose perspective is the text told or expressed?</li> <li>• Where can I see culture reflected in texts?</li> </ul>   |   |

| Year 7   | Year 8 | Year 9  | Year 10 |
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| <ul style="list-style-type: none"> <li>• How do you think visuals help to convey meaning?</li> <li>• Which languages do I use, and when?</li> <li>• How does being bilingual or multilingual help our learning?</li> </ul> |        | <ul style="list-style-type: none"> <li>• How do we know what sources of information are reliable and trustworthy?</li> <li>• What processes could we use to analyse and evaluate a text?</li> </ul> |         |

## Thread: Creating and expressing imaginative experience

| Year 7  | Year 8  | Year 9  | Year 10   |
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| <p><b>Create and express</b> imaginative experiences for familiar contexts, purposes and audiences.</p>   |   | <p><b>Create and express</b> imaginative experiences for a range of contexts, purposes and audiences.</p>   |   |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>create</b> an imaginative profile of a character using modelled language and visual clues, for example, a main character from a video clip or <i>anime</i></li> <li>• <b>create</b> and <b>illustrate</b> an imaginative text, for example, a picture book with a repetitive narrative structure based on a familiar or well-known children’s book</li> <li>• <b>create</b> and <b>perform</b> an imagined scenario or skit, including language and gestures to show cultural understanding, for example, いただきます。いってらっしゃい。もしもし</li> <li>• <b>perform</b> a simple skit or song with peers to entertain others, for example a bilingual role-play about going to school or going on an adventure</li> <li>• <b>create</b> texts for familiar contexts, purposes and audiences using modelled sentence structures and vocabulary lists from the teacher, for example, <b>create</b> a 5-7-5 <i>haiku</i> using a seasonal vocabulary list, なつやすみはなびたいかいたのしいな</li> <li>• <b>create</b> short bilingual or multilingual presentations for the class that involve Japanese, English or other known languages.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>create</b> an imaginative text such as a labelled artwork or digital photo montage to express feelings using い and な adjectives</li> <li>• <b>create</b> bilingual or multilingual imaginative texts for familiar contexts, purposes and audiences, such as a role-play, digital clip or photo montage, to <b>engage</b> others, for example, a comic strip based on an imaginative routine or a picture book</li> <li>• <b>reinterpret</b> simple imaginative texts by adding captions to images or photos, or by <b>enacting</b> a written text or picture book.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>create</b> and <b>perform</b> a short text with peers to entertain and engage learners of Japanese, for example, a 漫才 or <i>nininbaori</i> based on an imagined scenario that allows for experimentation with expressive language and humour</li> <li>• <b>create</b> a series of bilingual diary entries or blogs noting language and cultural experiences, for example, imagining self in the first few days of staying with a host family in Japan</li> <li>• <b>design</b> a song, rap, piece of music or a creative display for young Japanese speakers that expresses culture.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>examine</b> stories from a diverse range of cultures and <b>create</b> a text that provides a message or moral, using digital technologies to design, perform or record for a younger audience</li> <li>• <b>create</b> imaginative texts to <b>express</b> ideas, for example, by using imagery and symbolism in <i>haiku</i>, or metaphor and humour in a character description, for example, 彼は稲妻のように走った or 涙が川のように流れた</li> <li>• <b>compose</b> and <b>present</b> a series of imaginative vignettes set in a variety of contexts to a wider audience, such as at an assembly or school open night, incorporating communicative styles and behaviours observed in Japanese texts</li> <li>• <b>create</b> bilingual or multilingual texts, such as songs, stories or games, taking into account context, audience and purpose.</li> </ul> |

| Year 7  | Year 8 | Year 9   | Year 10 |
|---|--------|--|---------|
| <p><b>Key concepts:</b><br/>creating, reinterpretation, performance, bilingualism, multilingualism</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• How can I create a text that will engage the audience?</li> <li>• How can I reinterpret a text without losing the essence?</li> <li>• How can I demonstrate cultural knowledge in my performance?</li> <li>• Which languages do I use, and when?</li> <li>• How can we communicate when we don't speak the same language?</li> <li>• What are the benefits of using more than one language when creating texts?</li> </ul> |        | <p><b>Key concepts:</b><br/>expression, design, engagement, bilingualism, multilingualism, translanguaging</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What makes an imaginative experience entertaining and engaging?</li> <li>• Why is self-expression important?</li> <li>• How can I represent languages and cultures through imaginative experience?</li> <li>• How could being multilingual help when creating texts?</li> <li>• What is translanguaging and when do we use it?</li> </ul> |         |



**Sub-strand: Reflecting**

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

**Thread: Reflecting on intercultural identity**

| Year 7  | Year 8   | Year 9   | Year 10   |
|---|--|--|---|
| <p><b>Consider</b> own and peers’ reactions to intercultural experiences; and <b>reflect</b> on own identity as a user and learner of Japanese.</p>   |  | <p><b>Discuss</b> reactions, responses and assumptions when participating in intercultural experiences; and <b>reflect</b> on how learning Japanese shapes own ideas, ways of communicating and cultural identity.</p>   |   |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>develop</b> language for expressing personal reactions to and feelings about intercultural experience, for example, いいですね。あれ? へえ、すごい! びっくりした! ほんとう? ええっ!</li> <li>• <b>notice</b> that a focus on ‘self’ is avoided in Japanese by the minimal use of the pronoun ‘I’ in interactions, and reflect on use of pronouns in own languages</li> <li>• <b>observe, view</b> or <b>watch</b> interactions in a range of Japanese-language contexts, and <b>identify</b> aspects of culturally specific language, for example, gestures おじぎ, levels of politeness, ways of requesting, thanking or greeting, and <b>compare</b> to own cultural forms of social interaction</li> <li>• <b>reflect</b> on themselves and past experiences, for example, by sharing with their peers something they are proud of in their life or a success that they have had, using modelled language and English</li> <li>• <b>reflect</b> and <b>share</b> what belonging means to them as an individual, for example, by creating a puzzle piece with simple words in Japanese to label their illustrations of belonging to add to a whole class display</li> <li>• <b>reflect</b> on identity, for example, <b>illustrate</b> chosen features that they consider as part of their identity in <i>manga</i> or <i>anime</i> style, or <b>create</b> a personal intercultural profile with information about languages, experiences, things or people that are important to them.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>consider</b> a well-known person such as a local community member or a celebrity and <b>notice</b> how they express their identity, with reference to languages, cultures and experiences</li> <li>• <b>consider</b> the interest groups they belong to, such as their sports team, dance group or gaming community and <b>reflect</b> on what values they share and how that adds to their identity</li> <li>• <b>consider</b> the elements of learning Japanese that they have found most surprising, interesting or uncomfortable and map these in a visual format as a class</li> <li>• <b>notice</b> Japanese ways of communicating that reflect cultural values and practices such as the expression of respect or familiarity, for example, はは 母、ママ and お母さん、~さん and ~先生</li> <li>• <b>identify</b> ways of behaving and communicating in Japanese, and reflect on own experience, for example, the use of personal space and body language, and ways of accepting or refusing an offer.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>consider</b> the relationship between identity and language, with reference to the languages they, peers, and family or community members speak or learn, <b>including</b> their own developing ability to communicate in Japanese</li> <li>• <b>reflect</b> on the experience of learning and using Japanese and <b>consider</b> how this might add a further dimension to own sense of identity, for example, by creating a blog about how they have benefitted from knowing an additional language, incorporating some phrases in Japanese such as, 七年生から日本語の勉強をはじめました。七年生から日本語を勉強しています</li> <li>• <b>reflect</b> on how their identity has been shaped over a period of time, <b>including</b> references to key experiences and significant events, interests and family origins, for example, an autobiography mapping their linguistic and cultural backgrounds, そふは七十六オです。1951年にイタリアからオーストラリアへ来ました</li> <li>• <b>discuss</b> occasions in intercultural exchanges when miscommunication has occurred, and <b>reflect</b> on why or how this happened</li> <li>• <b>recognise</b> the importance of active listening skills to conversational etiquette in Japanese, such as showing interest and attentiveness by using あいづち and nodding, repeating information heard, and confirming details at the end of a conversation.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>reflect</b> on own sense of identity, considering whether it is fixed or fluid, for example, whether they communicate and present themselves in different ways, in different contexts or with different people</li> <li>• <b>reflect</b> on changes in perceptions of or attitudes towards other languages and cultures as a result of learning Japanese, for example, by recording their thoughts at the beginning and end of a school year</li> <li>• <b>recognise</b> how social values and reactions such as respect or displeasure can be expressed in Japanese, for example, noting how generally in Japan there is avoidance of direct refusal or eye contact, or answering a question even if they do not know the answer, expressing the desire to please</li> <li>• <b>notice</b> cultural cues when interacting with Japanese speakers or resources that reflect traditions, ideas or values, for example, ways of expressing feelings or emotions, maintaining harmony by avoiding direct replies to a question by using それはちょっと…、and avoiding foregrounding the self with phrases such as (お先に)どうぞ。がんばります</li> <li>• <b>reflect</b> on how their own language and communication style might be perceived by Japanese speakers, considering concepts such as culture, attitudes, assumptions and values.</li> </ul> |

| Year 7  | Year 8 | Year 9  | Year 10 |
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| <p><b>Key concepts:</b><br/>reflection, identity, self-awareness, diversity, assumption, interculturality, おんがえし</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What makes a great communicator?</li> <li>• How can we engage with the languages and cultures around us?</li> <li>• Why does diversity matter?</li> <li>• How does it feel to learn a new language?</li> <li>• Which cultures contribute to my identity?</li> <li>• What is my place in this world?</li> </ul> |        | <p><b>Key concepts:</b><br/>reflection, identity, perspective, influence, communication, respect, 恩<sup>おん</sup> owing a kindness, 義理<sup>ぎり</sup><br/>a sense of duty and 和<sup>わ</sup> harmony</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What lens do I see the world through?</li> <li>• How can I adjust my interactions to better understand and be understood?</li> <li>• How do languages enrich me?</li> <li>• What is the danger in stereotypes?</li> <li>• In what ways am I a global citizen?</li> <li>• What influences my identity?</li> </ul> |         |

**Strand: Understanding language and culture**

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

**Sub-strand: Systems of language**

Understanding language as a system, including sound, writing, grammatical and textual conventions.

**Thread: Sound and writing systems**

| Year 7   | Year 8  | Year 9  | Year 10  |
|--|---|---|--|
| <p><b>Recognise</b> and <b>use</b> features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and <b>demonstrate</b> understanding of how the sound system is represented in writing.</p>   |   | <p><b>Apply</b> features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation to enhance fluency, and <b>demonstrate</b> how the sound system is <b>represented</b> in writing, recognising multiple readings of familiar <i>kanji</i> in different compounds.</p>   |  |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>recognise</b> that the basic unit of sound in Japanese is called a ‘mora’ or 拍<sup>はく</sup>, and is similar to syllables, but does not always match, for example, ちいさい has four morae but only two syllables</li> <li>• <b>understand</b> the system of Japanese sound combinations, that Japanese has five vowels and that a vowel can be attached to all consonants except ‘ん’</li> <li>• <b>recognise</b> that in the copula です and the verb suffix ます there are two morae or 拍<sup>はく</sup>, however the ‘u’ is devoiced in normal speech</li> <li>• <b>understand</b> that the sounds of <i>hiragana</i> and <i>katakana</i> are identical even though the associated scripts are different, for example, by comparing <i>kana</i> charts</li> <li>• <b>pronounce</b> words and phrases with support from the teacher, recognising the number of morae, and keeping the length of each mora even, by, for example, clapping out the number of sounds in key words</li> <li>• <b>know</b> that <i>kanji</i> were brought from China and that <i>hiragana</i> was formed by simplifying the form of <i>kanji</i>, while <i>katakana</i> was formed using a part of</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>pronounce</b> all combinations of <i>hiragana</i> and <i>katakana</i>, including voiced and unvoiced forms and all combined sounds, that is, contractions and blends</li> <li>• <b>recognise</b> the concept of the ‘foot’ フット as the minimum unit of rhythm, and that one foot in Japanese consists of two morae, for example, ごちそうさま is pronounced as a 3-foot word</li> <li>• <b>use</b> available combinations of <i>katakana</i> to experiment with the Japanese pronunciation of がいらいご 外来語, such as レストラン、サッカー、アデレード</li> <li>• <b>develop</b> use of rhythm, pitch and intonation when speaking and reading in Japanese and <b>notice</b> that statements and questions have different intonation patterns, for example, by mimicking words and phrases and reading aloud</li> <li>• <b>understand</b> that the Japanese language uses three different scripts depending on word origins and the context of language use</li> <li>• <b>read</b> and <b>write</b> all <i>hiragana</i> and <i>katakana</i> including voiced, contracted and blended sounds, <b>using</b> the <i>kana</i> chart, and high-frequency <i>kanji</i></li> <li>• <b>apply</b> multiple <i>kanji</i> stroke order rules, for example, <b>recognise</b> the order from top to bottom, and left to right, that horizontal goes</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>develop</b> oral fluency using modelled pronunciation and intonation in spoken Japanese</li> <li>• <b>recognise</b> that some new notations for <i>katakana</i> have been devised over the years to account for the sounds of 外来語, such as ティ、ヴィ、フェ</li> <li>• <b>understand</b> and <b>apply</b> differences in the pronunciation of English and Japanese versions of loan words such as インターネット、セルフイ、ファストフード</li> <li>• <b>identify</b> the characteristic of rising intonation when asking questions, for example, using polite form 行きましょうか or plain form 行く？</li> <li>• <b>understand</b> that changes occur in <i>kanji</i> readings, for example, 一月<sup>がつ</sup> and 月曜日<sup>げつ</sup></li> <li>• <b>recognise</b> that <i>kanji</i> are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of <i>hiragana</i> to the stem of verbs and adjectives is called おくりがな</li> <li>• <b>identify</b> and <b>understand</b> the differences between the use of おくりがな and ふりがな, for example, by highlighting and noting on a text that features both, and making notes</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>use</b> Japanese pitch and accent patterns, for example, practising high and low pitch type when pronouncing words and sentences, は ↓ し (chopstick) – high-low, は ↑ し (bridge) – low-high</li> <li>• <b>recognise</b> and <b>apply</b> patterns of intonation in Japanese, such as general formation of a down turning curve and a rising intonation when asking questions in plain or ましょう form, for example, 行く？、行きましょうか</li> <li>• <b>understand</b> when to use pauses in a sentence, by dividing the sentence into cohesive chunks to allow for the use of あいづち</li> <li>• <b>recognise</b> that many <i>kanji</i> have multiple readings and that there are two types of readings, that is, <i>on-yomi</i> (音; <i>on</i> reading or sound), Chinese-style pronunciation; and <i>kun-yomi</i> (訓; <i>kun</i> reading or explanation), Japanese-style pronunciation</li> <li>• <b>develop</b> strategies to predict the meaning of unknown words that contain unfamiliar <i>kanji</i>, utilising clues such as radicals</li> <li>• <b>use</b> <i>furigana</i> to read <i>kanji</i> and <i>kanji</i> compounds, to pronounce Japanese names, or to read slang pronunciations</li> </ul> |

| Year 7   | Year 8   | Year 9  | Year 10   |
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| <p><i>kanji</i> and is used primarily for loan words/<i>gairaigo</i>, and that Japanese uses all three scripts</p> <ul style="list-style-type: none"> <li>• <b>begin to write</b> <i>hiragana</i> and <i>katakana</i> using the <i>kana</i> chart as a systematic framework to support reading and writing</li> <li>• <b>understand</b> that <i>furigana</i> is a tool to support reading and that <i>romaji</i> is used to type in script</li> <li>• <b>recognise</b> that Japanese can be written vertically or horizontally and has various typefaces in printed form, for example, さ、き、り、ふ</li> <li>• <b>learn to write</b> high-frequency <i>kanji</i>, such as numbers, family members, and basic verbs, applying the basic principles for stroke order</li> <li>• <b>understand</b> that each individual <i>kanji</i> represents meaning as well as sound, such as 日 ('sun', 'day'), and that some <i>kanji</i> come from pictographs, for example, 山。</li> </ul> | <p>first, and then the centre vertical before the symmetrical outside</p> <ul style="list-style-type: none"> <li>• <b>understand</b> the use of basic Japanese pronunciation marks such as a (ゝ) だくてん (<i>tenten</i>) and (°) はんだくてん (<i>maru</i>) and writing conventions, such as the <i>katakana</i> long vowel mark (ー), for example, サリー or ボール。</li> </ul> | <ul style="list-style-type: none"> <li>• <b>develop</b> strategies to guess the meaning of unknown words that contain familiar <i>kanji</i>, such as, 小学校、中学校、学生</li> <li>• <b>write</b> words and phrases using both <i>kana</i> and <i>kanji</i>, for example, 大きい車、小さい木</li> <li>• <b>use romaji</b> to type texts in script, <b>choosing</b> <i>kanji</i> appropriate to context, and <b>applying</b> <i>furigana</i> as needed.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>understand</b> that many <i>kanji</i> are made up of more than one component, called radicals, that often represent meaning, for example, a <i>kanji</i> that includes the radical 木 generally has a meaning connected with wood or trees, and <b>use</b> this knowledge to predict meaning</li> <li>• <b>use</b> げんこうようし, typed or handwritten, appropriately, to <b>compose</b> and <b>respond</b> to texts, for example, consider the size of small characters, the position in the square, starting new paragraphs, numbers, writing a title and name, and the placement of punctuation.</li> </ul> |
| <p><b>Key concepts:</b><br/>sound systems, writing systems, speech, symbols, scripts</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What does Japanese look like and sound like compared to languages I know?</li> <li>• Does pronunciation matter?</li> <li>• How does punctuation change meaning?</li> <li>• What can we learn about a language from its alphabet, scripts and symbols?</li> </ul>  |  | <p><b>Key concepts:</b><br/>sound systems, writing systems, rhythm</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• How can stress and intonation change the meaning?</li> <li>• What are the rules and patterns of written Japanese?</li> <li>• Is 書道<sup>しよどう</sup> a modern, contemporary or traditional art?</li> </ul>  |   |

## Thread: Grammatical and vocabulary knowledge

| Year 7   | Year 8  | Year 9   | Year 10  |
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| <p><b>Develop</b> understanding of and <b>use</b> structures and features of the Japanese grammatical system in spoken and written form, and build vocabulary knowledge.</p>   |   | <p><b>Understand</b> and <b>apply</b> structures and features of the Japanese grammatical system in spoken and written form, and further build vocabulary knowledge.</p>   |  |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>develop</b> metalanguage for communicating about language, such as noun, pronoun, verb, adjective and conjunction, and make connections with English syntax and parts of speech</li> <li>• <b>use</b> basic sentence structures, understanding that word order of noun phrases is flexible as long as particle use is correct, and sentences end with a verb/copula: subject は noun です, subject は adjective です, subject は object/place を／に verb ます</li> <li>• <b>understand</b> and begin to use particles, including sentence-ending particles such as か and ね</li> <li>• <b>understand</b> the rule that Japanese sentences end with a predicate and that there are three types of predicates, noun plus copula, adjective plus copula, and verb such as, これはいすです。いすはくろいです。いすがあります</li> <li>• <b>understand</b> how to use い and な adjectives in the present tense, positive and negative, in simple sentences, for example, たのしいです、このアニメはゆうめいです、これはおもしろくないです、ゆううめいじゃないです</li> <li>• <b>understand</b> the use of the prefixes お and ご before some words to indicate respect, for example, おなまえ、ごかぞく</li> <li>• <b>understand</b> and <b>use</b> numbers and place value in Japanese, for example, by knowing how to count from 一～百、千、万</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>identify</b> connections between Japanese and English writing systems, grammatical rules and the use of elements such as pronouns, particles and absence of articles</li> <li>• <b>understand</b> and <b>use</b> a range of particles to perform different functions, for example, describe location of homes, people and things using basic structures such as, noun は place にあります。noun は place にいます</li> <li>• <b>understand</b> the rules of simple verb conjugation, for example, ます、～ましょう、～ました、～ません、～ませんでした</li> <li>• <b>understand</b> the rules for counting people, items and time, by using modelled common counters and classifiers such as ～月、～時、～番、～時間目、～日</li> <li>• <b>use</b> linking words そして、それから、でも, adverbs まい日、ときどき、とても and link nouns and adjectives おいしくて、母と</li> <li>• <b>build</b> vocabulary that relates to familiar environments such as family, personal world and daily routines.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>develop</b> use of metalanguage to discuss grammatical elements such as syntax, and writing systems, and <b>make</b> connections between Japanese, English and known languages</li> <li>• <b>understand</b> and <b>apply</b> the rules of the plain form, knowing that the basic form of all Japanese verbs ends in <i>-u, -eru or -iru</i>, as listed in dictionaries</li> <li>• <b>use</b> verb stems with grammatical features such as ～たい、～たくない、～たかった、～やすい／にくい</li> <li>• <b>understand</b> that verbs can be divided into three groups according to the way they are conjugated, that is; Group 1 - <i>go-dan doushi</i>, Group 2 - <i>ichi-dan doushi</i> and Group 3 - <i>fukisoku doushi</i></li> <li>• <b>extend</b> the use of counter classifiers to include ～円、～分、～まい、～本、～つ、～年</li> <li>• <b>build</b> vocabulary that relates to daily life and the world beyond home and school that can be used for cross-curricular content learning.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>extend</b> metalanguage further to <b>describe</b> and <b>apply</b> grammatical concepts and language elements, for example, by elaborating on ideas or statements using expressions such as 今週、先週、来年、いつも、ぜんぜん、あまり and superlative forms using 一番, for example, 一番好きなかもくは日本語です</li> <li>• <b>understand</b> and <b>use</b> verb て forms to express a range of ideas, for example, ～ている、～てもいいです、～てはいけません、～てはだめです、～てから、～てみる</li> <li>• <b>understand</b> and <b>use</b> plain or polite forms as appropriate to context, for example, understand the concept of 内外<sup>うちそと</sup> for making appropriate choices of register, such as when using the plain form to express opinions, intentions and thoughts, ～つもりです、～と思います、～たり～たりします</li> <li>• <b>use</b> character charts as a systematic framework that enables recognition of verb conjugation patterns, and apply the formation rules of each verb group</li> <li>• <b>understand</b> and <b>use</b> a range of particles, including combined particles, such as のは、のが、では</li> <li>• <b>use</b> a range of counter classifiers to count people, items and time</li> <li>• <b>build</b> vocabulary to include topic specific terminology and understand how vocabulary choice can add to the meaning, for example, by maintaining a personal dictionary and using a range of appropriate terms in created texts.</li> </ul> |

| Year 7   | Year 8 | Year 9   | Year 10 |
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| <ul style="list-style-type: none"> <li>• <b>understand</b> that there are rules for counting, by using modelled common counters and classifiers such as ~月、~日 ~人、~才、~ひき・ぴき・びき</li> <li>• <b>build</b> vocabulary that relates to familiar environments such as self, personal world and school.</li> </ul> |        |  |         |
| <p><b>Key concepts:</b><br/>systems, metalanguage, syntax, parts of speech</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What do I notice about word order?</li> <li>• How does using metalanguage help us learn?</li> <li>• Does grammar always matter?</li> </ul>            |        | <p><b>Key concepts:</b><br/>metalanguage, syntax, variation</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What elements improve a sentence?</li> <li>• How does grammar vary across languages I know?</li> </ul> |         |

### Thread: Text structure and organisation

| Year 7   | Year 8  | Year 9  | Year 10  |
|--|---|---|--|
| <p><b>Understand</b> language structures and features of Japanese texts and <b>compare</b> with English texts.</p>   |   | <p><b>Understand</b> and <b>discuss</b> language structures and features of Japanese texts.</p>   |  |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>understand</b> that the structure of Japanese texts can include either たてがき or よこがき, according to the context, purpose and intended audience</li> <li>• <b>notice</b> language structures and key features of familiar texts in Japanese and English, such as めいし, greeting cards and menus, and highlight the use of scripts, layout, visual images, punctuation and grammatical features</li> <li>• <b>use</b> text features, word order and punctuation, for example, full stops (。) and commas (、) in texts such as captions, profiles or timelines</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>use</b> a range of familiar language structures and features to suit the audience, context and purpose, for example, writing a simple email or letter to a host family using polite form, set expressions, paragraphs, and salutations</li> <li>• <b>compare</b> how certain types of texts are typically structured, for example, the use of particular layouts, visuals and grammatical features in advertisements, <i>manga</i> or brochures</li> <li>• <b>understand</b> how to create text cohesion, using elements such as tense, paragraphing or conjunctions to <b>sequence</b> and <b>link</b> ideas and to maintain the flow of expression in texts such as speeches and stories</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>compare</b> language structures and features of Japanese and English versions of familiar texts such as weather reports, phone conversations or text messages, for example, the use of abbreviations and emoticons, noting differences that appear to be culturally significant</li> <li>• <b>apply</b> different tenses according to context, purpose and audience, for example, by composing a report about a recent excursion, a profile or a procedure</li> <li>• <b>use</b> features such as, introductions, connectives and sequencing strategies, to add cohesion to texts such as letters or informative texts</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>apply</b> their understanding of the function of cohesive devices such as conjunctions to logically sequence and link ideas, actions and paragraphs, for example, verb て form, だから、しかし、それに、けれども</li> <li>• <b>apply</b> understanding of language structures and features to <b>construct</b> their own texts, such as, narratives, messages, slogans or song lyrics, noticing how the choice of language and text structure work to achieve each text’s purpose</li> <li>• <b>notice</b> differences in text structure and grammar between formal and informal Japanese language use, such as abbreviations, dropping of particles and emphatic intonation in informal</li> </ul> |

| Year 7   | Year 8  | Year 9   | Year 10  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• <b>identify</b> text structure and features of traditional Japanese texts, for example, the composition of <i>tanka</i> and <i>haiku</i> and how they differ from each other.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>understand</b> conventions associated with using げんこうようし、for example, the size of small characters, the position in the square and the placing of punctuation.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>use</b> plain or polite forms appropriate to context and audience</li> <li>• <b>notice</b> how different scripts function in different types of texts, <b>identifying</b> examples of <i>kanji</i> used for nouns and verbs, <i>katakana</i> for borrowed words and <i>hiragana</i> for grammatical purposes.</li> </ul> | <p>communication including face-to-face interactions, blogs, emails and other forms of correspondence, for example, あした行く？ 先生、あした行きますか。うん、わかった。はい、わかりました。それは何？ 山中さん、それは何ですか</p> <ul style="list-style-type: none"> <li>• <b>recognise</b> how different scripts are used to convey meaning or meet a purpose in different types of texts, for example, the use of <i>katakana</i> for non-loan words in advertisements.</li> </ul> |
| <p><b>Key concepts:</b><br/>conventions, cohesion, audience, comparison</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What do I notice about text features and writing conventions across languages?</li> <li>• What are the features of informative and creative texts?</li> <li>• How can I make a text flow?</li> </ul> |   | <p><b>Key concepts:</b><br/>conventions, cohesion, meaning, audience</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• In what ways do texts need to change for different audiences?</li> <li>• How can I make a text more cohesive?</li> </ul>  |  |

| Sub-strand: Language change and diversity   |  |  |   |
|---|--|--|---|
| Understanding how languages change over time and place.   |  |  |   |
| Thread: Language change and diversity   |  |  |   |
| Year 7  | Year 8   | Year 9   | Year 10   |
| <p><b>Understand</b> the dynamic nature of languages, and <b>recognise</b> the position and diversity of the Japanese language locally and internationally.</p>   |  | <p><b>Understand</b> the dynamic nature of languages, and <b>reflect</b> on linguistic diversity and the relationship between languages in Australia.</p>  |   |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>recognise</b> words of Japanese origin that are used in English, for example, <i>judo, karaoke, karate, obento, and sushi</i></li> <li>• <b>understand</b> that there are Japanese-speaking communities outside Japan, for example, in the United States, in particular Hawaii, and in South America, and that Japanese is widely taught in many countries around the world and within the Asia-Pacific region, including Australia</li> <li>• <b>understand</b> the influence of technological change and globalisation on the Japanese language, such as the borrowing and adapting of terms, for example, インターネット and ロボット</li> <li>• <b>observe</b> the presence of Japanese in local, national and world contexts, for example, through signage, food, art and music.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• recognise words borrowed by Japanese from other languages such as English, French or Portuguese, for example, サッカー、ゴルフ、パン、and notice how these are pronounced in Japanese</li> <li>• understand that languages and cultures change continuously due to contact with one another and in response to new needs, ideas and developments in communications and technology, and consider why some types of words and expressions are more frequently borrowed, such as フェイスブック、ダウンロード、チャット</li> <li>• understand that all languages change, that some are constantly growing and expanding and that others are disappearing or being revived, as in the case of many indigenous languages</li> <li>• identify words that have similar meanings and pronunciation across different languages, and reflect on the possible origins of such words and their associated cultures.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• discuss possible reasons for changes in Japanese language use, such as exposure to other languages, changing attitudes to social practices such as language choice used in social media and digital communication, for example, でんわ、ケータイ、スマホ or advances in technologies such as robotics</li> <li>• understand that each region of Japan has its own dialect and accents, and that Japan, like Australia and many other countries, also has indigenous languages.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• find examples of ways in which social and cultural influences impact on language, for example, the abbreviation of borrowed words in Japanese, such as スマホ、パソコン、the combination of borrowed words + する、オーガナイズする、and ググる</li> <li>• consider how globalisation has accelerated the introduction of words and expressions from English and other languages into Japanese, and discuss possible benefits and disadvantages associated with the blending and mixing of languages</li> <li>• explore the influence of Japanese popular culture and subsequently any associated language, in Australia and around the world, such as the influence of Japanese design and technology and the popularity of J-pop, electronic games, anime, manga and cosplay.</li> </ul> |
| <p><b>Key concepts:</b><br/>globalisation, etymology, influence, change</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• How does etymology help us to understand language?</li> <li>• How do languages spread around the world?</li> <li>• Why do some languages have dialects or variations?</li> </ul>  |  | <p><b>Key concepts:</b><br/>globalisation, etymology, influence, change</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• How and why do languages influence each other?</li> <li>• Why is it important to maintain or revive languages?</li> <li>• How and why has Japanese evolved and changed over time?</li> </ul>   |   |



| Sub-strand: Interrelationship of language and culture   |   |  |   |
|---|---|--|---|
| Analysing and understanding the interrelationship of language and culture in the exchange of meaning.   |   |  |   |
| Thread: Interrelationship of language and culture   |   |  |   |
| Year 7  | Year 8  | Year 9   | Year 10   |
| <p><b>Recognise</b> and <b>understand</b> the interrelationship of language and culture, and <b>consider</b> how language choice reflects values and carries cultural assumptions.</p>  |   | <p><b>Reflect on</b> and <b>understand</b> the interrelationship of language and culture, and <b>identify</b> cultural assumptions and generalisations.</p>  |   |
| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>notice</b> how language and behaviour around familiar Japanese routines such as mealtimes, reflect traditional practices and values associated within the home, for example, expressions such as いただきます。いってきます。いってらっしゃい。ただいま。おかえり</li> <li>• <b>understand</b> that contemporary communication styles reflect changes in Japanese and Australian cultures and social practices, for example, ハロー、バイバイ and サンキュー。</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>identify</b> phrases that require cultural knowledge in order to be understood in translation, for example, はじめまして、よろしくおねがいします or that the question おげんきですか is a genuine health enquiry rather than a greeting</li> <li>• <b>recognise</b> that the Japanese language has many ways of expressing values, such as, consideration and respect, for example, どうぞ、どうも、すみません、おくれてすみません、しつれいします、 and using indirect forms of refusal and softening responses, for example, ちょっと…、あんまり…</li> <li>• <b>identify</b> connections in the way Japanese language reflects cultural ideas, and the way their own languages reflect cultural ideas.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>consider</b> the cultural significance of language associated with interactions such as issuing, accepting or declining invitations, leave-taking at social events, offering thanks, or giving and receiving gifts, such as どうぞ、あまり…、どうもありがとうございます、これはほんのきもちです</li> <li>• <b>explore</b> familiar Japanese community texts such as print or online advertisements, brochures, catalogues or memes that depict culture, for example, <b>note</b> which products use traditional icons such as <i>samurai</i> in their advertisements and which use more contemporary images</li> <li>• <b>investigate</b> language associated with events such as national holidays, for example, おぼん and ゴールデンウィーク、 and <b>recognise</b> the associations between holidays and family values.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>recognise</b> that Japanese language carries cultural information, such as the prioritising of collective well-being, respect and harmony through expressions such as, がんばります。がんばって。おつかれさまでした。お先にしつれいします。もったいない。義理チョコ</li> <li>• <b>discuss</b> ways in which learning Japanese can lead to new ways of thinking, behaving, and/or interpreting experience and values, for example, <b>notice</b> and <b>respond</b> to demonstrations of politeness and respect through the softening of negative responses, such as あしたはちょっと…</li> <li>• <b>understand</b> that language carries cultural associations, for example, the ordering of information on Japanese business cards and じこしようかい indicates priorities in regard to individual, collective and family relationships.</li> </ul> |
| <p><b>Key concepts:</b><br/>culture, interconnection</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Can we separate language from culture?</li> <li>• How does culture shape a language?</li> <li>• Is it possible to understand a culture without learning the language?</li> </ul>   |   | <p><b>Key concepts:</b><br/>culture, values, interconnection</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• How are language and culture interconnected?</li> <li>• Is meaning enhanced by knowledge of the culture?</li> <li>• How are cultural values visible in language?</li> </ul>   |   |

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