Year 7 to 10 (Entry)

Languages

Japanese

Scope and sequence

V1.0

Government
of South Australia

Department for Education

Languages – Japanese: Year 7 to 10 (Entry)

Contents

Context statement

In Languages, students communicate and make meaning in the language being learnt; they reflect on the interrelationship between language, culture, learning and identity and thereby develop their intercultural capability.

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

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The 2 strands are divided into sub-strands which reflect dimensions of language use. Across the year levels, 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 that provide a deeper level of detail. Each content description has a number of elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

The Australian Curriculum: Languages provides a number of entry points, or pathways, into language learning, Foundation to Year 10.

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 for 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 to provide clarity and to emphasise the progression of achievement
- explicit plain English interpretations of the content descriptions at each year level
- advice through content elaborations for each content description 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 as a guide on planning 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, an openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identity 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
Skills By the end of Year 8, students: • **interact** with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds • **use** gestures and formulaic expressions appropriately • **comprehend** and **respond** to familiar questions, and instructions using rehearsed and some spontaneous language • **ask** for assistance and clarification • **pronounce** voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation • **read** and **write** texts in *hiragana* and *katakana*, with some *kanji* for numbers, days of the week and high-frequency nouns, adjectives and verbs • **identify** key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities • **use** non-verbal, visual and contextual cues to assist in making meaning • **use** rehearsed language related to their personal world to **convey** information in both written and spoken texts • **produce** short sentences involving nouns, verbs, common counter classifiers, and adjective, noun and verb predicates • **apply** correct stroke order to all characters, and **use** appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines • **structure** sentences using correct word order and **link** information using conjunctions • **translate** and **interpret** short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English • **adjust** their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address • **respond** in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.	**Skills** By the end of Year 10, students: • **use** written and spoken Japanese to **interact** with peers, the teacher and other Japanese speakers to **exchange** information and opinions about personal interests and experiences • **share** information, with support, about broader topics of interest, such as education, travel, sport, teenage life and popular culture • **use** set phrases and modelled language to **transact** and **make** arrangements when collaborating in shared tasks and activities • **ask** and **respond** to questions using spontaneous language • **provide** explanations, opinions and reasons • **maintain** and **extend** interactions by requesting repetition or clarification and by using あいづち • **apply** appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち • **read** and **write** *hiragana* and known *kanji*, read *katakana*, and **write** familiar *katakana* words, including elongated vowels, double consonants and contractions • **analyse** and **extract** information from a range of spoken and written texts and multimodal sources • **understand** gist and **predict** the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge • **create** and **present** informative and imaginative texts, taking into account audience and purpose, such as by using て form and plain form • **extend** or **qualify** their message by using adverbs and **link** ideas by using conjunctions • **translate** and **interpret** texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings • **describe** their reactions to intercultural experiences and **reflect** on how their own assumptions and identity, influence and are influenced by their language use.

Understandings

By the end of Year 10, students:

- **recognise** the nature and roles of the three Japanese scripts, **understanding** that *hiragana* represents the basic unit of Japanese sound, *kanji* represents meaning, and *katakana* is used for borrowed words

- **use** the *hiragana* and *katakana* chart as a tool when writing and reading, recognising their systematic nature

- **know** that *hiragana* and *katakana* are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system

- **understand** and **apply** grammatical concepts such as the use of particles and conjugation of present, past, positive and negative forms of verbs

- **understand** and **use** い and な adjectives, and **apply** the rules of counter classifiers

- **explain** how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions

- **understand** that languages and cultures change over time, and **provide** examples of how languages borrow words from one another

- **make** connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving

- **identify** how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, softening responses with expressions and using indirect forms of refusal or disagreement.

Understandings

By the end of Year 10, students:

- **identify** the functions of different scripts within texts: how *hiragana* is used for particles, conjunctions, verb and adjective endings; *katakana* for borrowed words and some onomatopoeia; and *kanji* for nouns, verb and adjective stems

- **apply** their understanding of *kanji* to **identify** word boundaries and know its role in assisting with the identification of linguistic elements

- **distinguish** between おくりがな and ふりがな and **recognise** that *kanji* can be pronounced differently using 音 (*on*) or 訓 (*kun*) readings.

- **understand** the function of verb stems, and of て form and plain form verbs, and **conjugate** a range of verb tenses and forms

- **apply** their understanding of conjugation to **produce** negative and past adjectives

- **identify** and **use** a range of case particles

- **use** metalanguage to **describe** and **compare** language features and rules of sentence construction

- **choose** between using polite form or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary

- **understand** that languages change over time through contact with other languages and cultures, and **identify** the particular impact of technology and media on contemporary forms of communication

- **explain** how Japanese cultural values such as the importance of community, 内(*uchi*) and 外 (*soto*), respect, and consideration for others are embedded in language and behaviours.

Scope and sequence

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

Sub-strand: Socialising
Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Thread: Socialising and interacting

Year 7	Year 8	Year 9	Year 10
Interact with peers and the teacher to **exchange** greetings, information about self, family and school, and to **express** likes and dislikes, using modelled language and gestures.	**Interact** with peers and the teacher to **exchange** information about self, family, friends, school and local community, and to **share** feelings and preferences, using language and gestures.	**Initiate** and **develop** strategies to sustain interactions in familiar contexts to share opinions, ideas and feelings related to own and others' experiences, relationships and interests.	**Initiate** and **sustain** interactions in familiar and unfamiliar contexts to express and explain opinions, ideas and feelings related to own and others' experiences, relationships and aspirations.
Students:	**Students:**	**Students:**	**Students:**
• **exchange** 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, such as ~先生 (せんせい) or ~さん • **share** information about self, using modelled language and gestures, for example、じこしょうかい including bowing to show respect • **exchange** 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 • **express** 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…。	• **exchange** aspects of their personal and social worlds, for example, when describing friends, family, pets, teachers, school and extracurricular 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 • **express** feelings using modelled language, for example, おなかがぺこぺこです。つかれました。さむいです。どきどきします • **share** experiences, likes and dislikes using modelled language and cohesive devices, such as conjunctions when sequencing or elaborating, for example, a recount of a trip to a local tourist attraction, 月曜日 (げつようび) に、バロッサに行きました。それから、さんぽしました。バロッサのけしきが好きです。でも、つかれました。	• **initiate** conversations and **develop** strategies to sustain 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 • **use** 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 • **share** 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	• **sustain** interactions with others using language and gestures、for example、あいづち such as ああ、そうですか。ほんとう？へえ。 はい。うん • **extend** conversations by providing reasons for own opinions or planned actions, for example、べんりです。だからコンビニで買いものをします • **express** opinions about experiences of teenage life in Japan and Australia, incorporating conjunctions and adverbs, for example、まりなさんの 趣味 (しゅみ) は何ですか。本を読むことです。日本にいろいろな本がありますね。だから、日本の本がとても好きです • **explain** ideas, feelings and aspirations, for example、サッカーが大好きです。だから、コーチになりたいです。そんなにサッカーが好きですか？ すごいですね。私は、日本語が好きです。だから、先生になりたいです。

| | | • **share** ideas about who is part of their 内(うち) and 外(そと) 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? | |

Key concepts:

identity, respect, community, interculturality

Key questions:

• What is identity?
• How does my identity change in different situations?
• How can we show respect through the language choices we make?
• Can we belong to more than one culture?

Key concepts:

relationships, perspective, respect

Key questions:

• How do our relationships affect the language we use?
• Is there a right or wrong way to communicate?
• How do we form opinions?

Thread: Taking action and transacting

Year 7	Year 8	Year 9	Year 10
Participate in shared activities and transactional scenarios with peers and the teacher using modelled language.	**Interact** in transactions and collaborative activities with peers to **plan** and make arrangements, such as obtaining goods and organising events.	**Collaborate** with peers and others to make decisions, **plan** shared activities and **transact** to obtain goods and services, using modelled politeness and respect.	**Negotiate** with peers and others to **plan** and **engage** in activities, events and experiences by contributing ideas, considering perspectives and engaging respectfully.

Students:

• **participate** 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(ばん)、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!

• **work** with a peer or in a group to **complete** activities involving multiple steps, for example, 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

• **participate** in modelled scenarios that involve ordering and purchasing goods such as food and drink, using appropriate formulaic phrases and gestures such as nodding, for example, すしをください。おちゃ、おねがいします。いくらですか。

Students:

• **plan** and **participate** in presentations or videos to showcase their Japanese language learning to the school or local community

• **interact** with peers to **organise** an event such as a class party or cultural celebration, or role-playing the purchase of required goods, such as foods and decorations

• **make** arrangements to meet with a friend and **decide** on place, time and activity using indirect disagreement to soften responses or refusal, for example, 火曜日(かようび)にテニスをしませんか。火曜日はちょっと…。

Students:

• **collaborate to plan** shared activities that involve authentic or simulated transactions, for example, when arranging a group outing or presenting a performance, using set phrases and modelled language

• **transact** 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, おこのみやきを二つください。おいしそうですね。むらさきのLサイズをください。かわいいですね

• **engage** 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

Students:

• **negotiate** respectfully with peers to choose a social or community cause and decide how to take action, for example, **participate** in a local clean-up event, or fundraise for victims of a natural disaster

• **contribute** ideas and **engage** in role-play scenarios related to travelling or living in Japan, such as, interactions with a host family, using public transport, purchasing goods or giving and receiving gifts at social occasions, whilst noting cultural considerations

• **plan** a whole class or school event or celebration, such as a うんどうかい or はなみ **considering** perspectives of all participants and **negotiating** the outcome

• **use** the polite form and plain form to show respect depending on context and audience, for example, when communicating with a close

		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 • **soften** responses, for example, when purchasing goods, これいいですね。でも、ちょっと高<ruby>たか</ruby>いと思<ruby>おも</ruby>います。	friend, いっしょに見に行く or with the teacher or other adults, いっしょに食べに行きませんか？金曜日、どうでしょうか。

Key concepts: transaction, roles and responsibilities **Key questions:** • How does role-play in different scenarios help us learn about languages and cultures? • What language choices are we making when we borrow, buy, sell, swap and trade? • How can we share roles and responsibilities and work together?	**Key concepts:** transaction, collaboration, respect, negotiation, perspective **Key questions:** • Why is it important to collaborate? • How can our language choices convey respect? • How do we negotiate decisions when we have different ideas and opinions? • What happens when we consider a scenario from a range of perspectives?

Thread: Building language for classroom interaction

Year 7	Year 8	Year 9	Year 10
Participate in classroom routines and exchanges using modelled language to ask for help, repetition or permission, follow instructions, and to give praise and encouragement. **Students:** • **use** set phrases, formulaic expressions and gestures for 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、いません • **use** visual aids such as posters to ask for clarification, for example, 〜は英語<ruby>えいご</ruby>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。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	**Participate** in classroom routines and exchanges using familiar language to ask and respond, make requests, give and follow instructions, and to give praise and encouragement. **Students:** • **ask** and **respond** to questions for clarification and to show understanding, 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<ruby>ど</ruby>おねがいします • **give** and **follow** simple scaffolded instructions to complete an activity, get organised, or help peers, for example, 最初<ruby>さいしょ</ruby>に、紙<ruby>かみ</ruby>を半分<ruby>はんぶん</ruby>におって、きれいに切<ruby>き</ruby>ってください • **praise**, **compliment** and **encourage** others, for example, 上手<ruby>じょうず</ruby>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 • **ask** about and **clarify** the location of classroom items and materials by understanding the use of こそあど such as, ここ、そこ、あそこ、どこ and using	**Interact** in classroom routines and exchanges such as clarifying, apologising, enquiring, and complimenting. **Students:** • **participate** in classroom routines using modelled language to **request** clarification, for example, テストは何日ですか。ゆっくり言ってください, to **apologise**, for example, すみません、しゅくだいをわすれました, and to **ask** and **respond** to questions, for example, この漢字<ruby>かんじ</ruby>はどう読みますか • **participate** in class discussion with support, such as key grammar notes, and **ask** questions and **offer** opinions, for example, どう思いますか。つまらないです • **give** compliments to one another, for example, よくできました。うたが上手ですね • **develop** metalanguage to **discuss** language features such as 動詞<ruby>どうし</ruby>、形容詞<ruby>けいようし</ruby> and 名詞<ruby>めいし</ruby>。	**Interact** in classroom routines and **initiate** exchanges to clarify, apologise, express gratitude, and provide and request feedback. **Students:** • **initiate** classroom interactions to **request** clarification of words, phrases and instructions, for example, どういう意味<ruby>いみ</ruby>ですか。次のステップは何ですか？ • **express** gratitude by **thanking** others, for example, 感謝<ruby>かんしゃ</ruby>いたします or 手伝<ruby>てつだ</ruby>ってくれてありがとうございます and **offering** to do something for someone else, for example, 手伝いましょうか。わかりますか？ • **provide** and **request** feedback by **asking** for or **offering** opinions, for example, どう思いますか。おもしろいです、and by **questioning** or making suggestions, for example, どうしてスポーツを使<ruby>つか</ruby>いましたか？スポーツと体育<ruby>たいいく</ruby>は同<ruby>おな</ruby>じ意味でしょうか？体育のほうがいいと思います

• **use** 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 • **follow** simple instructions to complete 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。	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。		• **use** metalanguage to **discuss** and **compare** language features, for example, これは動詞ですか。動詞はどこにありますか。動詞は 最初 、2 番目、または 最後 ですか。

Key concepts:	**Key concepts:**
roles, routines, politeness, procedure	respect, perspective
Key questions:	**Key questions:**
• What roles and routines do we need in the classroom and why? • What's the daily language of our classroom? • How do we show politeness? • What skills do I need to give and follow instructions effectively?	• What skills do we need to share opinions respectfully? • What language builds a respectful classroom?

Sub-strand: Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge.

Thread: Obtaining and using information

Year 7	Year 8	Year 9	Year 10
Locate key points in simple or familiar informative texts, and **organise** information through listing, matching or classifying.	**Identify** key points, topic and gist in familiar informative texts, and **process** information through recording or sequencing.	**Extract** facts and opinions from a range of spoken, written and multimodal texts and **interpret** information through noting, comparing or making connections.	**Select** information and **identify** multiple perspectives in a range of spoken, written and multimodal texts and **analyse** the information through examining, rating and reporting.
Students:	**Students:**	**Students:**	**Students:**
• **locate** and **match** key details such as name, age, place and price from familiar texts such as conversations, profiles and menus • **read**, **listen** to and **view** texts such as video clips, websites, brochures, labels and packaging, with support, and **organise** key points in a new way, for example, in a list or a personal vocab dictionary • **organise** and **classify** results of class surveys on topics such as students' likes and interests, family, activities or habits and **record** in a table or diagram, for example, ひるごはんに何を食（た）べますか。日曜日（にちようび）に何をしますか。週末（しゅうまつ）にどこに行きますか。	• **identify** and **record** key points of information from texts such as websites, advertisements or announcements on topics such as popular culture and youth life in Japan • **identify** topic and gist in familiar texts such as conversations, emails and video clips • **identify** cultural values reflected in a range of texts, such as the use of symbols, signs or images in advertising • **process** information in a new way, for example, by **sequencing** activities chronologically after reading a timetable, timeline, chart or itinerary.	• **extract** information from a range of media texts, such as television weather reports and articles and **compare** key facts in graphs, charts or diagrams • **read** or **view** informative and persuasive texts, for example, print, television and online advertisements, **noting** text purpose and language use • **interpret** information in personal texts such as blogs and diary entries by **making** connections between stated opinions and own opinions.	• **listen** to and **view** texts such as interviews and documentaries about popular topics and contemporary issues to **identify** multiple perspectives • **analyse** information from a range of print or online sources, for example, to **rate** travel and leisure options for young people travelling in Japan, しんかんせんはとても高いですが、べんりだと思います。東京から京都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 • **examine** how the news portrays information about world events in Japan and Australia, **reporting** similarities and differences, for example, by **comparing** articles and TV broadcasts, and **examine** the level of information given depending on audience • **examine** news articles or websites related to a specific social, environmental or cultural issue and **rate** the reliability and quality of information in a written or digital report.

Key concepts:

information, processing

Key questions:

• What is the difference between fact and fiction?
• How can we locate the information we need?

Key concepts:

perspective, analysis, reliability

Key questions:

• How do we know what sources of information are reliable and trustworthy?
• What processes could we use to analyse and evaluate a text?
• Where can I see culture reflected in texts?

Thread: Conveying and presenting information

Year 7	Year 8	Year 9	Year 10
Share information related to self, familiar places and people, with a variety of audiences, through structured written, spoken or multimodal texts. **Students:** • **share** factual information with the class about self, peers or familiar topics, **using** labels, captions or descriptions • **report** 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 • **share** 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。	**Present** information about personal world and aspects of lifestyles in Japan and Australia, to a range of audiences, through spoken, written and multimodal texts. **Students:** • **present** information about their daily routine referring to specific times and using conjunctions, to **share** 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。 • **present** 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 subtitled video clip • **present** about 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。	**Convey** and **present** information and ideas about broader topics of interest, to a range of audiences, using familiar types of texts. **Students:** • **inform** 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 • **present** 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, **explaining** the results of a peer survey about possible food options in the canteen using formats such as timelines, graphs or tables and appropriate descriptions • **write** 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.	**Convey** and **present** information, ideas and multiple perspectives using diverse types of texts, to **engage** a range of audiences, considering context and purpose. **Students:** • **present** facts and issues to others using appropriate text structure and language features to **engage** a range of audiences, for example, by publishing an informative comic for younger students or presenting a mini documentary to peers with subtitles and captions • **convey** information and ideas, for example, **publish** an informative guide for students from Japan on a local community website about what they could do and expect in that area • **inform** others in a presentation for the school or wider community about events or issues that involve multiple perspectives and ideas, for example, describing how significant events and issues are depicted in different forms of media.

Key concepts:

sharing, presenting, reporting

Key questions:

• What is my 'biodata'?
• How can I share information about my world in an interesting way?
• How do visuals help to convey meaning?

Key concepts:

conveying, engaging, connecting

Key questions:

• How do texts convey cultural ideas?
• How do we select the best modes and texts to engage and connect with an audience?

Sub-strand: Creating

Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Thread: Participating in and responding to imaginative experience

Year 7	Year 8	Year 9	Year 10
Participate in shared reading, listening and viewing of simple creative texts and **respond** with support by answering teacher questions, **identifying** features such as characters, setting and events, and **sharing** reactions. **Students:** • **participate** in choral and guided reading of a range of stories, rhymes and poems • **answer** simple questions from the teacher about characters, places or events in texts such as stories, films and *anime* using short responses such as これはだれですか。ボップです。どこですか。日本です • **identify** characters and events in a range of texts, such as picture books, *manga* excerpts and film • **share** reactions **using** 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。	**Respond** to creative texts by **asking** and **answering** questions, **describing** features such as characters, context, themes and **sharing** opinions. **Students:** • **ask** and **answer** questions about characters and themes in texts such as *anime*, *manga* 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 • **describe** characters and contexts in texts, for example folk tales, stories or films, **using** 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 • **listen** to or **view** simple texts, such as art and stories, from Japan and Australia to **share** opinions, for example, この 絵 は 美 しいです。ドキドキしまた • **identify** 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.	**Engage** with a range of imaginative texts, **identify** key ideas and events and **discuss** cultural meaning. **Students:** • **identify** key ideas, plot and cultural concepts in traditional stories, for example, おんがえし、working hard, consideration of others and humility • **identify** cultural elements such as せんぱい and こうはい in contemporary texts from Japan, including songs, memes, *manga*, television programs, video clips or subtitled film excerpts • **adapt** an imaginative text such as a cartoon or skit, for example, by resequencing events, adding a new element or changing the location or era.	**Engage** with contemporary and traditional texts by **describing** settings or features, **identifying** key ideas and themes, and **discussing** cultural meaning and opinions. **Students:** • **listen** to, **read** and **view** imaginative texts with support by **identifying** 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 • **discuss** 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 • **discuss** themes and ideas in texts such as narratives, for example, テーマ は 友達 だと 思います。ももたろは犬とさると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 • **view** visual texts such as video clips, *anime* or artworks and **discuss** aspects of the text that 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。

Key concepts:

description, response, message, おんがえし

Key questions:

- What language can I use to describe the characters?
- Is there a message in every imaginative text?
- What do I really think about the message in this imaginative text?
- How can imaginative experiences help us learn languages and understand cultures?
- What can we learn about the Japanese concept of おんがえし through performances and stories?

Key concepts:

engagement, opinion, connection

Key questions:

- What makes an imaginative text engaging?
- Why do we sometimes have differing opinions about an imaginative experience?
- From whose perspective is the imaginative text told or expressed?
- How can imaginative experiences help us understand the relationship between language and culture?

Thread: Creating and expressing imaginative experience

Year 7	Year 8	Year 9	Year 10
Create and **perform** simple imaginative texts with support, using modelled language.	**Create**, **perform** and **reinterpret** imaginative texts using familiar characters and themes to **express** own ideas, experiences and feelings.	**Create** own or shared texts to engage and entertain others, **expressing** ideas and cultural elements.	**Create** own or shared texts to engage and entertain, or to **express** ideas and perspectives, taking into account audience and purpose.
Students:	**Students:**	**Students:**	**Students:**
• **create** a profile of a character using modelled language and visual clues, for example, a main character from a video clip or *anime* • **create** own picture book with a repetitive narrative structure based on a familiar or well-known children's book • **perform** a simple skit or song with peers to entertain others, for example a role play about going to school or going on an adventure • **create** texts **using** modelled sentence structures and vocabulary lists from the teacher, for example, **create** a 5-7-5 *haiku* using seasonal vocabulary list, なつやすみはなびたいかいたのしいな。	• **create** a personal text such as an acrostic poem, labelled artwork or digital photo montage to express own feelings using い and な adjectives • **create** and **perform** 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 • **reinterpret** simple imaginative texts **using** visuals, descriptions and movement, adding captions to images or photos, or **enacting** a written text.	• **create** and **perform** a short text with peers to entertain and engage other learners of Japanese, for example, a *manzai* or *nininbaori* based on an imagined scenario that allows for experimentation with expressive language • **create** a series of 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 • **design** a song, rap, piece of music or a creative display for young Japanese speakers, that expresses own cultural identity.	• **create** a text that provides a message or moral after examining stories from a diverse range of cultures, using digital technologies to design, perform or record for a younger audience • **express** ideas in texts, for example, by using imagery and symbolism in haiku, 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 • **compose** and **present** as a class 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.

Key concepts:

creating, reinterpretation, performance

Key questions:

- How can I create a text that will engage the audience?
- How can I reinterpret a text without losing the essence?
- How can I demonstrate cultural knowledge in my performance?

Key concepts:

expression, design, engagement

Key questions:

- What makes an imaginative experience entertaining and engaging?
- Why is self-expression important?
- How can I represent languages and cultures through imaginative experience?

Sub-strand: Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Thread: Translating and explaining

Year 7	Year 8	Year 9	Year 10
Translate short texts, **noticing** similarities and differences between languages and **identifying** instances of non-equivalence.	**Translate** short texts, **considering** similarities and differences between languages and using resources and tools to **interpret** meaning.	**Translate** and **interpret** familiar texts, **comparing** aspects of language and culture and discussing ways to adjust language.	**Translate** and **interpret** texts, considering the role of culture when transferring meaning from one language to another and **explaining** translation choices.
Students:	**Students:**	**Students:**	**Students:**
• **translate** short descriptions with teacher support and **identify** challenges such as lack of word for word equivalence, for example, in captions and conversations • **use** print dictionaries and electronic translation tools with support, **noticing** 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 • **identify** words and expressions encountered in simple Japanese texts such as cards, menus or parts of stories that do not translate easily into English and that reflect aspects of Japanese culture, for example, 定食（ていしょく）、いただきます、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 • **notice** how the 3 scripts are used in texts to represent different roles in the Japanese language and **identify** how scripts can help to make sense of a text.	• **collaborate** with peers to **translate** and **interpret** spoken texts such as digital correspondence and phone conversations between friends, considering Japanese ways of interacting and own communicative style • **translate** short, familiar texts, such as greeting cards or menus, using resources for support, such as word walls and print dictionaries • **compare** use of imagery and symbols to **convey** meaning, for example, emoticons and emoji in Japan and Australia • **compare** own translations of simple texts with peers', **noticing** words or expressions that were translated differently or similarly and **identifying** reasons for discrepancies, noting the use of the 3 scripts.	• **translate** familiar texts such as public signs, notices or advertisements from Japanese into English and vice versa, and compare 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' • **compare** Japanese and English, noting how language is used differently, for example, when describing people, ふるい is not used to describe age • **examine** literal translations of everyday social interactions in Japanese and **identify** 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 • **use** print, electronic and online dictionaries when **interpreting** the meaning of words or phrases, taking context into account, for example, やさしい、高い、足（あし）。	• **translate** texts such as emails, blogs and social media comments, **considering** words, concepts and expressions that reflect cultural values or experiences, such as, よろしくおねがいします。いらっしゃいませ。おつかれさま • **translate** texts, **annotating** and **explaining** 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 • **analyse** Japanese translations of familiar English-language texts, identifying aspects that get 'lost in translation', for example, **compare** the Japanese language version of a song or movie with the version in English • **evaluate** the effectiveness of electronic translators, for example, by **comparing** back-translations of short texts or formulaic phrases, **identifying** instances of non-equivalence and **noticing** the potential pitfalls of literal translation.

Key concepts:	**Key concepts:**
translation, interpretation, comparison, equivalence	translation, interpretation, analysis, translatability
Key questions:	**Key questions:**
• What helps us predict the meaning of words and expressions? • How can we move between languages and cultures? • Why is there more than one way to translate or interpret meaning from one language or culture to another? • Are online translators a help or a hindrance?	• Can we separate language from culture? • Why is it difficult to translate a word or expressions without context? • What does 'lost in translation' mean? • How do I explain cultural sayings or expressions that have no direct translation?

Thread: Creating bilingual texts

Year 7	Year 8	Year 9	Year 10
Create simple bilingual texts and resources using modelled language and support.	**Create** simple bilingual texts and resources for the classroom and school community.	**Create** print, digital and multimodal bilingual resources for the school and wider community.	**Create** print, digital and multimodal bilingual resources for a range of audiences and purposes.
Students: • **create** written or digital bilingual resources to **support** their language learning, such as glossaries or personal Japanese-English dictionaries, with examples and explanations of terms or expressions that have cultural associations • **create** short bilingual or multilingual presentations for the class that involve Japanese, English or other known languages • **create** simple translations by adding labels or sentences onto texts and images, such as captions for photo stories, labels within the school grounds or classroom displays.	**Students:** • **create** captions for simple texts and **explore** how to convey specific ideas in multiple languages, for example, a newsletter item for the school community or for Japanese-speaking peers • **provide** English translations for Japanese spoken texts and vice versa using modelled language, and **explain** culturally significant expressions and gestures, such as an English commentary on a Japanese item in a class video, at a school assembly or parent evening • **create** multilingual texts for the classroom or school community, such as brochures, signs in Japanese, English and community languages.	**Students:** • **create** simple bilingual texts for English and Japanese speakers that include contextual and visual support, such as community information leaflets, invitations, timetables or brochures • **create** bilingual texts to **inform** or **engage** including translations and/or explanation of key terms and expressions, for example, an online bilingual class profile to send to a Japanese sister school or present to Japanese visitors to the school • **create** captions in Japanese and community languages for a display of images of scenes from Australia and Japan to **explain** cultural aspects of the landscape, for example, bush, forest, mountain, beach or city images • **create** and **record** a shared oral text such as a rap, chant or class theme song in Japanese and English for sharing with another class of Japanese learners.	**Students:** • **provide** bilingual or multilingual subtitles or captions for a visual text, such as a cartoon or comic, that depict intercultural encounters, for example, interactions between an exchange student and an Australian host family • **create** bilingual texts for a digital forum • **consider** the best use of each language depending on the context and nature of the information or interaction, for example, for a bilingual website/forum with a Japanese sister school or another group of Japanese learners in Australia • **create** bilingual texts such as songs or games for younger learners, or a schedule for an event for both English and Japanese speakers, taking into account audience and purpose.

Key concepts: creating, bilingualism, multilingualism **Key questions:** • Which languages do I use, and when? • How does being bilingual or multilingual help our learning? • How can we communicate when we don't speak the same language? • What are the benefits of using more than one language when creating texts?	**Key concepts:** creating, bilingualism, multilingualism, translanguaging **Key questions:** • How does being bilingual or multilingual advantage me? • What real-life situations would benefit from a bilingual or multilingual text? • How could being multilingual help us when translating or explaining? • What is translanguaging and when do we use it?

Sub-strand: Reflecting

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

Thread: Reflecting on intercultural experience

Year 7	Year 8	Year 9	Year 10
Participate in intercultural experiences, **noticing** how interactions involve culture as well as language. **Students:** • **develop** language for expressing personal reactions to and feelings about intercultural experiences, 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！ • **notice** that a focus on 'self' is avoided in Japanese by the minimal use of the pronoun 'I' in interactions • **observe, view** or **watch** interactions in a range of Japanese-language contexts, and **identify** aspects that they find interesting, for example, gestures おじぎ, the concept of おんがえし、levels of politeness, ways of requesting, thanking or greeting, or the exchange of business cards, and **compare** to own cultural forms of expression and social interaction.	**Participate** in intercultural experiences, **identifying** connections between elements of language and culture. **Students:** • **notice** Japanese ways of communicating that reflect cultural values and practices such as the expression of respect or familiarity, for example, 母（はは）、ママ and お母（かあ）さん、〜さん and 〜先生 • **identify** and **demonstrate** ways of showing consideration for others in Japanese, for example, using particular terms of address, register and body language in greetings, such as おはよう versus おはようございます、forms of respect or apology when entering a classroom しつれいします、at mealtimes いただきます or when interrupting someone すみません • **identify** factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding • **identify** 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.	**Engage** in intercultural experiences, **recognising** that communication involves shared responsibility for making meaning. **Students:** • **discuss** occasions in Japanese-language exchanges when miscommunication has occurred, and **reflect** on why or how this happened • **recognise** 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 • **discuss** cultural concepts such as 恩（おん） owing a kindness, 義理（ぎり） a sense of duty and 和（わ） harmony, and **consider** how the expression of these concepts in Japanese language and behaviour compares with the expression of similarly significant concepts in their own languages and cultures • **explore** and **reflect** on own perspectives and assumptions in new situations, including challenging stereotypes, for example, **identify** possible misunderstandings that a young person from Australia might make when visiting Japan or vice versa.	**Engage** in a variety of intercultural experiences, **recognising** how culture, attitudes and values are reflected in language use. **Students:** • **recognise** 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 • **notice** 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（さき）に）どうぞ。がんばります • **reflect** on how their own language and communication style might be perceived by Japanese speakers, considering concepts such as culture, attitudes, assumptions and values.

Key concepts:

reflection, diversity, assumption, おんがえし

Key questions:

• What makes a great communicator?
• How can we engage with the languages and cultures around us?
• Why does diversity matter?
• How does it feel to learn a new language?
• What can we learn about the Japanese concept of おんがえし through performances and stories?

Key concepts:

reflection, perspective, communication, respect, 恩（おん） owing a kindness, 義理（ぎり） a sense of duty and 和（わ） harmony

Key questions:

• What lens do I see the world through?
• How can I adjust my interactions to better understand and be understood?
• How do languages enrich me?
• What is the danger in stereotypes?

	• What is evident in performances and stories about concepts such as 恩（おん）, 義理（ぎり） and 和（わ）, and how can we relate these concepts to our lives?

Thread: Identity in intercultural interaction

Year 7	Year 8	Year 9	Year 10
Reflect on own identity and their sense of belonging, **noticing** own and one another's ways of expressing identity. **Students:** • **consider** which aspects of their identity to share with peers, for example, **create** a personal intercultural profile with information about languages, experiences, things or people that are important to them • **reflect** about themselves and past experiences, for example, by sharing a personal experience or story with their peers about something they are proud of in their life or a success that they have had, using simple words and phrases in Japanese to label or caption photos • **share** 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 • **share** how they view and define themselves, for example, by illustrating themselves in *manga* or *anime* style, including chosen features that they consider a part of their identity.	**Reflect** on how languages, cultures and experiences play a role in shaping identity, including their own. **Students:** • **consider** a well-known person such as a local community member or a celebrity and **notice** how they express their identity, with reference to languages, cultures and experiences • **notice** the various ways people express their identity and **reflect** on what that could mean for themselves • **consider** the interest groups they belong to, such as their sports team, dance group or gaming community and **reflect** on what values they share and how that adds to their identity • **consider** the elements of learning Japanese that they have found most surprising, interesting or uncomfortable and map these in a visual format as a class.	**Reflect** on own identity, including their identity as a learner and user of Japanese, and **make** connections to own experiences over time. **Students:** • **consider** the relationship between identity and language, with reference to the languages they, peers, and family or community members speak or learn, **including** their own developing ability to communicate in Japanese • **reflect** on the experience of learning and using Japanese and **consider** 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 • **reflect** on how their identity has been shaped over a period of time, **including** references to key experiences and significant events, interests and family origins, for example, an autobiography mapping their linguistic and cultural backgrounds, そふは七十六才です。1951 年にイタリアからオーストラリアへ来ました。	**Reflect** on own identity and **consider** alternative ways of thinking and acting in intercultural exchanges. **Students:** • **reflect** 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 • **reflect** 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 • **consider** alternative points of view and reactions by imagining themselves in the position of someone else, for example, noting possible reasons for reactions that they might feel if they were a character at key moments in a film or documentary.

Key concepts: identity, self-awareness, interculturality **Key questions:** • Which cultures contribute to my identity? • What's my place in this world?	**Key concepts:** identity, perspective, influence **Key questions:** • In what ways am I a global citizen? • What influences my identity?

Strand: Understanding

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

Sub-strand: Systems of language

Understanding the language system, including sound, writing, grammar and text.

Thread: Sound systems

Year 7	Year 8	Year 9	Year 10
Notice and begin to **use** features of the Japanese sound system, including pronunciation.	**Recognise** and **use** features of the Japanese sound system, including pitch, rhythm and intonation.	**Recognise** and **use** features of the Japanese sound system, including pronunciation of words from various origins.	**Understand** and **apply** the intonation and phrasing patterns of spoken Japanese, and **recognise** that most *kanji* have more than one 'reading' and that the pronunciation changes according to *kanji* compounds.
Students:	**Students:**	**Students:**	**Students:**
• **recognise** that the basic unit of sound in Japanese is called a 'mora' or 拍^{はく}, and is similar to syllables, but does not always match, for example, ちいさい has four morae but only two syllables	• **pronounce** all combinations of *hiragana* and *katakana*, including voiced and unvoiced forms and all combined sounds, that is, contractions and blends	• **use** modelled pronunciation, intonation and rhythm in spoken Japanese	• **identify** 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?
• **understand** the system of Japanese sound combinations, that Japanese has five vowels and that a vowel can be attached to all consonants except 'ん'	• **recognise** that in the copula です and the verb suffix ます there are two morae or 拍^{はく}, however the 'u' is devoiced in normal speech which makes a one rhythm unit (foot)	• **recognise** that some new notations for *katakana* have been devised over the years to account for the sounds of 外来語, such as ティ、ヴィ、フェ	• **understand** when to use pauses in a sentence, by dividing the sentence into cohesive chunks to allow for the use of あいづち
• **understand** that the sounds of *hiragana* and *katakana* are identical even though the associated scripts are different, for example, by comparing *kana* charts	• **use** available combinations of *katakana* to experiment with the Japanese pronunciation of 外来語^{がいらいご}, such as レストラン、サッカー、アデレード	• **identify** and **understand** 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.	• **understand** that changes occur in *kanji* readings, for example, 一月^{がつ} and 月^{げつ}曜日。
• **pronounce** 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.	• **develop** use of rhythm, pitch and intonation when speaking in Japanese and **notice** that statements and questions have different intonation patterns, for example, by mimicking words and phrases from the teacher or recordings.		

Key concepts:		**Key concepts:**	
systems, sound		sound systems, rhythm	
Key questions:		**Key questions:**	
• What does Japanese sound like compared to languages I know? • Does pronunciation matter?		• How can stress and intonation change the meaning?	

Thread: Writing systems

Year 7	Year 8	Year 9	Year 10
Identify features of written Japanese and begin to write words and phrases using both *kana* and *kanji*. **Students:** • **use** the *kana* chart as a systematic framework to support writing, **recognising** that it can also be used to read *furigana* to support the understanding of *kanji* • **recognise** that Japanese can be written vertically or horizontally and has various typefaces in printed form, for example, さ、き、り、ふ • **know** that *kanji* were brought from China and that *hiragana* was formed by simplifying the form of *kanji*, while *katakana* was formed using a part of *kanji* and is used primarily for loan words/*gairaigo* • **learn** to write high-frequency *kanji*, such as numbers, family members, and basic verbs, applying the basic principles of stroke order.	**Recognise** and **understand** the relationship between the character-based scripts of *hiragana*, *katakana* and *kanji*. **Students:** • **understand** that the Japanese language uses 3 different scripts depending on word origins and the context of language use • **understand** that each individual *kanji* represents meaning as well as sound, such as 日 ('sun', 'day'), and that some *kanji* come from pictographs, for example, 山 • **read** and **write** all *hiragana* and *katakana* including voiced, contracted and blended sounds and high-frequency *kanji*, **using** the *kana* chart and the principals of stroke order • **understand** the use of basic Japanese punctuation marks such as a（゛）だくてん (*tenten*) and（゜）はんだくてん (*maru*) and writing conventions, such as the *katakana* long vowel mark（ー）, for example, サリー or ボール。	**Develop** strategies to build *kanji* understanding and **use** the three scripts. **Students:** • **develop** strategies to guess the meaning of unknown words that contain familiar *kanji*, such as, 小学校、中学校、学生 • **write** words and phrases using both *kana* and *kanji*, for example, 大きい車、小さい木 • **understand** that many *kanji* are made up of more than one component, called radicals, that often represent meaning, for example, a *kanji* that includes the radical 木 generally has a meaning connected with wood or trees.	**Select** and **combine** *hiragana*, *katakana* and *kanji* characters in writing, and **use** understanding of *kanji* to **predict** meaning of unfamiliar words. **Students:** • **understand** that *kanji* are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of *hiragana* to the stem of verbs and adjectives is called おくりがな • **recognise** that many *kanji* have multiple readings and that there are two types of readings, that is, *on-yomi* (音; *on* reading or sound), Chinese-style pronunciation; and *kun-yomi* (訓; *kun* reading or explanation), Japanese-style pronunciation • **develop** strategies to guess the meaning of unknown words that contain unfamiliar *kanji*, utilising clues such as radicals.

Key concepts: systems, symbols, scripts **Key questions:** • What does Japanese look like compared to languages I know? • What can we learn about a language from its alphabet, scripts and symbols? • How does punctuation change meaning?		**Key concepts:** writing systems **Key questions:** • What are the rules and patterns of written Japanese?	

Thread: Grammatical and vocabulary knowledge

Year 7	Year 8	Year 9	Year 10
Develop understanding of key features of the Japanese grammatical system, including word order in simple sentences, basic parts of speech and high-frequency vocabulary.	**Develop** understanding of the systematic nature of simple grammatical structures and features of Japanese, including particles, basic verb conjugation and use of vocabulary.	**Develop** use of metalanguage to **describe** and **compare** features of language and **apply** knowledge of grammar and vocabulary to suit different purposes.	**Understand** the systematic nature of Japanese language and grammatical forms, and **explore** how to use or combine these elements to **express** complex ideas.
Students: • **identify** similarities and differences in Japanese and English grammatical rules relating to word order or the use of elements such as pronouns, for example, by noticing that the word order of noun phrases is not important in Japanese if they appear before the verb and are accompanied by correct particles • **understand** 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 • **understand** how to use い and な adjectives in the present tense, for example, たのしい、たのしくない、 ゆうめいな、ゆうめいじゃない • **understand** the use of the prefixes お and ご before some words to indicate respect, for example, おなまえ、ごかぞく • **understand** and **use** numbers and place value in Japanese, for example, by knowing how to count from 一～千 • **understand** that there are rules for counting, by using modelled common counters and classifiers such as ～人、～才、～ひき・ぴき・びき • **build** vocabulary that relates to familiar environments such as such as self, personal world and school.	**Students:** • **develop** metalanguage for communicating about language, such as noun, pronoun, verb, adjective and conjunction, and cross-referencing with knowledge of English-language syntax and parts of speech • **understand** and **use** 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 • **understand** 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 • **understand** how to use い and な adjectives in the present tense 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 • **understand** the rules for counting people, items and time, by using modelled common counters and classifiers such as～月（がつ）、～時、～番（ばん）、～時間（じかんめ）目、～日 • **build** vocabulary that relates to familiar environments such as family, personal world and daily routines.	**Students:** • **understand** and **apply** the rules of the plain form, and knowing that the basic form of all Japanese verbs ends in -u, -eru or -iru, as listed in dictionaries • **use** verb stems with grammatical features such as ～たい、～たくない、～たかった、～やすい／にくい • **understand** and **use** い and な adjectives in the present and past tense • **understand** that verbs can be divided into 3 groups according to the way they are conjugated, that is; five-step verbs, one-step verbs and irregular verbs • **extend** the use of counter classifiers to include ～分、～まい、～本、～つ、～年 • **build** vocabulary that relates to daily life and the world beyond home and school that can be used for cross-curricular content learning.	**Students:** • **develop** metalanguage further to **describe** and **apply** 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 • **understand** and **use** 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 • **understand** and **use** plain or polite forms as appropriate to context, for example, understand the concept of 内外（うちそと） 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 • **use** character charts as a systematic framework that enables recognition of verb conjugation patterns, and apply the formation rules of each verb group • **understand** and **use** a range of particles, including combined particles, such as のは、のが、では • **understand** and **use** a range of counter classifiers to count people, items and time • **build** 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.

Key concepts:	**Key concepts:**
systems, metalanguage, parts of speech	syntax, variation
Key questions:	**Key questions:**
• What do I notice about word order? • How does using metalanguage help us learn? • Does grammar always matter?	• What elements improve a sentence? • How does grammar vary across languages I know?

Thread: Text structure and organisation

Year 7	Year 8	Year 9	Year 10
Identify and **use** text conventions of simple and familiar texts. **Students:** • **understand** the use of *furigana* as a tool to support reading • **understand** that the format of Japanese texts can include either たてがき or よこがき、 according to the context, purpose and intended audience • **notice** and **compare** features of familiar texts in Japanese and English, such as greeting cards and menus, and highlight what is noticed about the use of scripts, structure, punctuation and paragraphs • **use** text features, word order and punctuation in texts such as captions, profiles or timelines • **identify** text structure and features of traditional Japanese texts, for example, the composition of *tanka* and *haiku* and how they differ from each other.	**Identify** and **apply** text conventions of familiar spoken, written and multimodal texts. **Students:** • **recognise** structures and key features of familiar types of texts, such as conversations, emails and songs, identifying formulaic expressions and comparing with similar texts in English, for example, by comparing ways of answering the phone or starting and ending a letter • **identify** how certain types of texts are typically constructed, for example, the use of particular layouts, visuals and grammatical features in advertisements, *manga* or brochures • **understand** how to create text cohesion, using elements such as paragraphing or conjunctions to **sequence** and **link** ideas and to maintain the flow of expression, for example, そして、それから、でも in texts such as speeches and stories • **understand** 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.	**Identify** and **compare** text conventions and features in Japanese and English texts. **Students:** • **compare** language 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 • **use** appropriate text conventions such as introductions, linked paragraphs, summaries and sequencing strategies, to **shape** simple texts such as letters or information texts • **notice** how different scripts function in different types of texts, **identifying** examples of *kanji* used for nouns and verbs, *katakana* for borrowed words and *hiragana* for grammatical purposes.	**Apply** a range of text conventions in a variety of texts, and **understand** how different scripts and language are used to convey meaning and effects. **Students:** • **apply** their understanding of the function of cohesive devices such as conjunctions to **sequence** and link ideas and actions, for example, verb て form、だから、しかし、それに、けれども • **apply** understanding of text conventions to **construct** 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 • **notice** differences in text structure and grammar between formal and informal Japanese language use, such as abbreviations, dropping of particles and emphatic intonation in informal communication including face-to-face interactions, blogs, emails and other forms of correspondence, for example、あした行く？ 先生、あした行きますか 。うん、わかった。はい、わかりました。それは何？ 山中さん、それは何ですか • **recognise** how different scripts are used to convey meaning or meet a purpose in different types of texts, for example, the use of *katakana* for non-loan words in advertisements.

Key concepts:	Key concepts:
conventions, cohesion, audience, comparison	conventions, cohesion, meaning, audience
Key questions:	**Key questions:**
• What do I notice about text features and writing conventions across languages? • What are the features of informative and creative texts? • How can I make a text flow?	• In what ways do texts need to change for different audiences? • How can I make a text more cohesive?

Sub-strand: Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Thread: Language variation in use

Year 7	Year 8	Year 9	Year 10
Notice that Japanese language varies in use in different cultural and social contexts, such as through ways of greeting and addressing people.	**Understand** that Japanese language use varies according to the context, situation and the relationship between participants.	**Recognise** variations in language use that reflect different social and cultural contexts, purpose and relationships.	**Understand** variations in language use that reflect different social and cultural contexts, purpose and relationships.
Students:	**Students:**	**Students:**	**Students:**
• **notice** that Japanese uses various titles and terms of address according to relationships between participants, such as 〜先生 or 〜さん • **notice** that greetings vary depending on time of day and the relationship between participants, for example, おはようございます、おはよう、こんにちは • **understand** that language use can be varied to embed politeness and respect, for example, through the use of ご and お prefixes in Japanese.	• **identify** variation in language use based on age, relationship, and the level of familiarity between participants, for example, 母/お母さん and 〜ちゃん/〜さん、avoiding あなた when showing politeness • **identify** language use associated with gender, age, social status or the situation of the interaction, for example, ぼく、私、はい、うん、こんにちは、ハロー、さようなら、バイバイ • **understand** the importance of using appropriate forms of address when interacting, for example, using 〜くん、〜さん、〜ちゃん with close friends, family members or other young people, and 〜さん、〜先生 with adults.	• **recognise** features of written and spoken texts that reflect different communicative purposes, such as formal grammatical structures in letters compared to conversational markers or interjections to support the flow of face-to-face conversation, for example, hesitation ええと、あのう • **recognise** that variations in language use and communicative behaviours reflect how emotions or attitudes such as respect, gratitude or embarrassment are expressed through languages and cultures • **compare** verbal and non-verbal elements of communication in a variety of languages and cultures, such as ways of disagreeing or responding to thanks or the use of gestures, facial expressions, あいづち and silence.	• **locate** examples of informal forms of language used by young Japanese speakers, such as the use of abbreviations or emoticons when texting and the use of 外来語 when discussing popular culture, for example, 'J-rock', 'J-pop', 'fast food' • **examine** how language choices reflect social relations and priorities, for example, using ご/お prefixes and plain or polite forms, and using expressions that deflect praise of self or family to show modesty, such as 日本語が上手ですね。いいえ、あんまり • **identify** examples of language variation in spoken and written texts and **explain** whether the variations reflect social and cultural contexts, or different purposes and relationships.

Key concepts:

variation, context, register, comparison

Key questions:

• How does language change when speaking formally or informally?

• How does the language you use need to change to best express your message?

Key concepts:

variation, status, relationship, context

Key questions:

• How does the way we use language change for different audiences?

• What is the role of slang, abbreviations and acronyms?

Thread: Language change and diversity

Year 7	Year 8	Year 9	Year 10
Notice how Australia is a multilingual society with speakers of many languages, including Japanese, and how all languages change and evolve. **Students:** • **recognise** words of Japanese origin that are used in English, for example, *judo, karaoke, karate, obento, and sushi* • **understand** 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 • **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.	**Identify** how Japanese, as with all languages, has both influenced and is influenced by other languages and cultures, which has led to constant change. **Students:** • **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 • **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 • **identify** words that have similar meanings and pronunciation across different languages, and **reflect** on the possible origins of such words and their associated cultures.	**Consider** how languages change over time because of influences, such as contact with other languages, globalisation, new technologies and knowledge. **Students:** • **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 • **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.	**Explain** how Japanese language, as with all languages, has evolved and developed through different periods of influence and cultural and societal change. **Students:** • **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 • **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 • **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*.

Key concepts:

globalisation, etymology, influence, change

Key questions:

• How does etymology help us to understand language?
• How do languages spread around the world?
• Why do some languages have dialects or variations?

Key concepts:

globalisation, etymology, influence, change

Key questions:

• How and why do languages influence each other?
• Why is it important to maintain or revive languages?
• How and why has Japanese evolved and changed over time?

Sub-strand: Role of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning.

Thread: Relationship of language and culture

Year 7	Year 8	Year 9	Year 10
Notice how languages reflect ways of thinking and behaving and are directly related to their cultures.	**Identify** connections between languages and cultures, as evident in particular words, expressions and communicative behaviours.	**Explore** how Japanese cultural values are reflected in language and behaviours.	**Recognise** and **explain** how the Japanese language carries embedded cultural information.
Students:	**Students:**	**Students:**	**Students:**
• **notice** 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 • **understand** 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。	• **identify** 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 • **recognise** 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… • **identify** connections in the way Japanese language reflects cultural ideas, and the way their own languages reflect cultural ideas.	• **consider** 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 • **explore** familiar Japanese community texts such as print or online advertisements, brochures, catalogues or memes that depict culture, for example, **note** which products use traditional icons such as *samurai* in their advertisements and which use more contemporary images • **investigate** language associated with events such as national holidays, for example、おぼん and ゴールデンウィーク、and **recognise** the associations between holidays and family values.	• **recognise** 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 • **discuss** ways in which learning Japanese can lead to new ways of thinking, behaving, and/or interpreting experience and values, for example, **notice** and **respond** to demonstrations of politeness and respect through the softening of negative responses, such as あしたはちょっと… • **understand** that language carries cultural associations, for example, the ordering of information on Japanese business cards and じこしょうかい indicates priorities in regard to individual, collective and family relationships.

Key concepts: culture, interconnection **Key questions:** • Can we separate language from culture? • How does culture shape a language? • Is it possible to understand a culture without learning the language?	**Key concepts:** culture, values, interconnection **Key questions:** • How are language and culture interconnected? • Is meaning enhanced by knowledge of the culture? • How are cultural values visible in language?