The Australian
Curriculum

Subjects	Japanese
Year levels	Year 10

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Years 9 and 10 Content Descriptions

Communicating

Socialising

Engage in discussions and comparisons of young people's interests, activities and lifestyles
[Key concepts: perspectives, relationships, youth culture, social practices; Key processes: discussing, describing, reciprocating]
(ACLJAC181 - Scootle ↗)

Elaborations

engaging in face-to-face or online discussions with Japanese-speaking peers using descriptive and expressive language to describe significant events, special occasions or milestones in their lives, such as スクール・フォーマルでおどったり、写真^{しゃしん}をとったりします。ですから、たくさん人が来るでしょう

exchanging ideas with peers or online Japanese-speaking contacts, presenting and expressing personal views on contemporary issues such as environmental sustainability, education or youth culture, considering the relationship between culture and context, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思^{おも}います。J-pop と K-pop はオーストラリアで人気^{にんき}があります。

initiating and sustaining conversation by using appropriate あいづち, inviting contributions or asking for clarification, using culturally appropriate patterns of language and interaction, for example, すみません。あ、それはいいですね。どう思いますか。それは〜ですか/ね。

discussing their responsibilities at home and at school and comparing with those of young people in Japan, noting the importance of community and collaboration in Japan, for example, in relation to tasks such as cleaning classrooms after school

Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion
[Key concepts: collaboration, intercultural experience, active learning; Key processes: planning, cooperating, rehearsing, mediating]
(ACLJAC182 - Scootle ↗)

Elaborations

expressing preferences in relation to shared plans, for example, それはいいですね。そうしましょう。and summarising and clarifying arrangements, for example, 金曜日のごご三時半に、えきの前で会^あいましょう。じゃあ、金曜日のごご三時半に、えきの前ですね。

planning and preparing for a real or virtual event, trip or excursion, such as a visit to Japan

participating in scenarios related to travelling and living in Japan, for example, interacting with a host family, using public transport, shopping, sightseeing or eating out

planning and making shared arrangements for Japanese visitors to the school or a homestay, for example, by preparing print or digital informative materials, such as filming an introduction to Australian school and home life, preparing welcome speeches, or conducting school tours

planning and completing tasks that involve asking for, giving and following directions to real or virtual locations, for example, すみません、としょかんはどこですか。, using resources such as digital devices, street or rail maps

planning and participating in learning experiences that combine linguistic and cultural elements, such as an excursion to a Japanese restaurant, exhibition, film festival or community event, by preparing and rehearsing language forms, structures and vocabulary and considering appropriate behaviours, for example, 六時半に学校の前で会って、バスで行きます。

Develop language to reflect on the experience of learning and using Japanese

[Key concepts: metalanguage, reflection, review; Key processes: expressing, analysing, comparing, evaluating]
(ACLJAC183 - Scootle ↗)

Elaborations

using reflective language to discuss the experience of learning and using Japanese, for example, ぶんぽうはちょっとむずかしいと思います。

evaluating Japanese learning resources such as textbooks, websites or dictionaries, for example, じしょはとてもべんりですが、オンラインじしょはもっとべんりです。

building and using metalanguage to discuss language and language learning, for example, めいし、けいようし、どうし、ぶん

engaging in peer and self-reflection activities, such as providing evaluations or giving and receiving compliments using culturally appropriate language, for example, 〜くんは会話が上手ですね。いいえ、まあまあです。

Informing

Analyse ideas presented in a range of texts, identifying context, purpose and intended audience
[Key concepts: register, standpoint, representation, themes; Key processes: scanning, summarising, comparing, analysing]

(ACLJAC184 - Scootle ☑)

📄 🔢 ⠴ ⟲ 👥 ⟲

Elaborations

identifying underlying values, cultural references and the purpose and intended audience of different types of community texts such as advertisements or posters

summarising the gist and some specific details of media texts such as documentary features or community notices

comparing and evaluating perspectives and intentions reflected in texts such as public information notices or street signs in Japanese and Australian contexts, identifying words, expressions or images that suggest cultural similarities or differences

scanning websites of Japanese schools or clubs, discussing and comparing choices they would make in relation to offered activities if they were students in that context

identifying culture-specific terms and representations in Japanese promotional materials such as travel brochures, symbols on maps, magazine features or online resources, for example, 小学校の新聞

planning a real or imagined trip to a selected region of Japan, using resources such as internet sites and travel brochures to map out elements such as transport, itineraries and selected events, for example, しんかんせんにのりたいですね。広島に行きましょうか。

analysing key perspectives or themes reflected in interview data collected from Japanese speakers discussing roles and responsibilities in home, school and community contexts, and comparing with their own views on the topics

Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation

[Key concepts: social media, promotional material; Key processes: composing, selecting, editing, presenting]
(ACLJAC185 - Scootle ☑)

📄 🔢 ⠴ ⟲ 👥 ⟟ ⟲ 🌱

Elaborations

creating a personal profile or résumé for a real or imagined part-time job, including basic information such as age, experience, interests and skills, for example, 人と話すことが好きです。一年間、スーパーではたらきました。しゃしんにきょうみがあります。

creating informative or promotional texts such as posters, leaflets or web pages targeted at their own age group, for example, promotional materials for recreational activities, advice on healthy eating or environmental sustainability, reviews of new music releases

researching and reporting on community attitudes towards and challenges in relation to issues such as recycling, using presentation techniques such as Venn diagrams, digital displays, flow charts or captioned photographic displays

✦

composing individual and group contributions to different forms of social media, such as tweets, memes, blogs, shared websites or student newsletters on issues related to their own social worlds

Creating

Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences
[Key concepts: humour, emotion, effects, culture; Key processes: interpreting, evaluating, analysing, comparing]
(ACLJAC186 - Scootle ⬈)

▤ ⦂⸪ ⓒ ⚎ ⚏ ℅

Elaborations

identifying how imaginative texts such as たなばた use structure, language and mood to build action, convey emotion and reflect cultural values

comparing lyrics and styles of Japanese- and English-language songs and performances, tracking similarities and differences in genres, themes and modes of emotional expression

discussing how texts such as films, plays, songs, memes and *manzai* use humour or aesthetic effects to provide commentary on social issues such as family, identity, status or humility

identifying and responding to key messages and values in traditional texts such as 花さかじいさん、かさじぞう, and considering their relevance in modern times

identifying and discussing how typical elements of haiku such as brevity and aesthetic effect engage readers/listeners and reflect cultural values

Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons
[Key concepts: imagination, stimulus, context, values; Key processes: adapting, creating, interpreting, expressing, engaging, performing]
(ACLJAC187 - Scootle ⬈)

▤ ⦂⸪ ⓒ ⚎ ⚏ ℅

Elaborations

adapting existing texts to change the emotional effect or to represent different cultural values or

experiences, for example, by changing the location, characters or era of a familiar story or cartoon

composing and performing poems, songs, monologues or dialogues that reflect cultural values and personal experiences

creating a haiku or rap to perform to their peers that provides commentary on a social issue that is important or relevant to them

creating a digital persona or avatar that combines elements of observed Japanese styles of communication with their usual ways of self-expression in their home-culture environment

Translating

Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture
[Key concepts: meaning, interpretation, cultural expression; Key processes: translating, comparing, analysing, reviewing]
(ACLJAC188 - Scootle [↗])

Elaborations

comparing English translations and interpretations of Japanese texts such as song lyrics, proverbs and advertisements that contain cultural elements and references

comparing translations of language associated with significant events, rituals or practices in Japan/Japanese-speaking communities, identifying examples of the relationship between language and cultural values and experience, for example, おじゃまします。

comparing own translations of newspaper headlines or email communications with peers', noticing differences in interpretation or translation and considering reasons for such variations

evaluating and reviewing online translators

Create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements
[Key concepts: bilingual learning resources, bicultural contexts; Key processes: classifying, translating, glossing, referencing, mediating]
(ACLJAC189 - Scootle [↗])

Elaborations

creating a bilingual digital database that groups words, for example, words and expressions associated with themes, fields or contexts, such as food, travel, the environment or school

producing bilingual texts such as travel advisories for exchange or study tour students, and reflecting on the process of working in both languages

creating oral commentaries that switch between English and Japanese for a bilingual audience at a sporting or performing arts event

producing bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, New Year's Eve or birthday celebrations

Reflecting

Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication

[Key concepts: reciprocity, intercultural experience; Key processes: reflecting, evaluating, exemplifying, comparing]
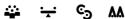
(ACLJAC190 - Scootle ↗)

Elaborations

reflecting and reporting on how learning Japanese provides insights into language and culture in general, and how their own assumptions about Japan or Asia have changed as a result of intercultural language learning

evaluating the nature and effectiveness of their own language and actions when interacting in Japanese

reflecting on how additional language experience supports and enhances first-language understanding and capabilities, for example, by identifying Japanese expressions, behaviours or attitudes that might enrich their own perspectives

reflecting on aspects of their own experiences of intercultural communication, such as instances of breakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gained through interactions

Reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions

[Key concepts: identity, culture, communication; Key processes: comparing, analysing, evaluating, profiling]

(ACLJAC191 - Scootle ↗)

Elaborations

reflecting on elements of the experience of learning Japanese that have involved adopting styles of communication that have been challenging, easy or memorable

sharing with peers examples of successful interactions with other Japanese speakers, for example, when gestures or communication styles have been well received and clearly understood and have strengthened the relationship

creating a reflective self-profile or autobiography in formats such as journal entries, articles, captioned photo stories, digital accounts or short films, including episodes related to the experience of learning Japanese language and culture that have impacted on their understanding, attitudes, or sense of identity

composing a 'cultural ID profile', blog or digital diary to exchange with other Japanese speakers, making decisions about what points of information should be included

Understanding

Systems of language

Understand intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds
[Key concepts: phrasing, intonation, variation, meaning; Key processes: identifying, discriminating]
(ACLJAU192 - Scootle ↗)

Elaborations

recognising the basic pattern of intonation in Japanese, taking the form of a downturning curve, and applying it when speaking

identifying the use of rising intonation when asking questions in casual speech or ましょう form, for example, 食べない？ 食べましょうか？

understanding how to make appropriate pauses in a sentence, that is, dividing up a sentence into cohesive chunks to allow for the use of あいづち

understanding that changes occur in *kanji* readings, for example, 新しい、新聞、聞きます、オーストラリア人、(ひと)

Use knowledge of familiar kanji to predict meaning of unknown words
[Key concepts: script conventions, kanji readings, radicals; Key processes: recognising, discriminating, writing, decoding]
(ACLJAU193 - Scootle ↗)

Elaborations

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 8 of 26

understanding 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 *okurigana*

recognising 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

ᴧᴧ

developing strategies to guess the meaning of unknown words that contain unfamiliar *kanji*, utilising clues such as radicals

writing some *kanji* compound words, for example, 外国語, 日本料理
（がいこくご　にほんりょうり）

Understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations

[Key concepts: metalanguage, plain form, て form conjugation, word functions; Key processes: identifying, defining, classifying, sequencing]

(ACLJAU194 - Scootle ↗)

▤   🝝

Elaborations

further developing metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures

understanding and applying the rules of the plain form, and knowing that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, the forms they are listed under in dictionaries

understanding that verbs can be divided into three groups according to the way they are conjugated: Group 1 (five-step verbs), Group 2 (one-step verbs) and Group 3 (irregular verbs)

using character charts as a systematic framework for recognising patterns for verb conjugation, and applying the formation rules of each verb group

using verb て form to connect events, for example, 朝おきてジョギングをします。
（あさ）

understanding and using the different functions of verb て form

using present continuous tense using verb ています, for example, ラジオを聞いています。

requesting and giving permission and expressing prohibition using verb て form, for example, 〜てもいいです。〜てはいけません。〜てはだめです。

using verb stems with grammatical features such as 〜かった。〜やすい／にくいです。〜に行きます。

exploring how to use plain forms in authentic contexts such as conversations with peers, for example, 食べる？　見る？

expressing opinions, intentions and thoughts using the plain form, for example:

- plain verb つもりです。

- verb/adjective とおもいます。

- 〜たり〜たりします。

using い and な adjectives in present and past tenses, for example:

- おいしい◊おいしかったです。

- たのしくない◊たのしくなかったです。

- しずかな◊しずかでした。

using adverbs and intensifiers such as かなり, ぜんぜん, たいてい

sequencing actions, for example, 朝おきてジョギングをします。

increasing cohesion within paragraphs by using conjunctions, for example, ですから

indicating the status of actions using adverbs such as まだ and もう

understanding the concept of *uchi-soto* (内と外) for making appropriate choices of register, for example, 食べる？食べますか？

Identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English

[Key concepts: textual conventions, language features, cohesion; Key processes: comparing, analysing, identifying]
(ACLJAU195 - Scootle ↗)

Elaborations

identifying the use of cohesive devices such as conjunctions to sequence and link ideas and actions in both Japanese and English media texts, for example, verb て form, だから、それに、それで

identifying features of familiar types of texts such as emails, songs, slogans or public signs, and noticing how the choice of language and structure works to achieve each text's purpose

comparing language features of Japanese and English versions of texts such as weather reports or text messages, including the use of abbreviations and emoticons, and noting differences that might be culturally significant

recognising textual conventions employed within a letter, email or article, identifying elements such as introductions, sequencing of ideas and the use of また to link paragraphs

comparing features of spoken and written versions of texts, for example, spoken and print advertisements, face-to-face conversations and emails, to understand how text mode shapes structure and helps a text achieve its purpose

Language variation and change

Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships
[Key concepts: 内/外, respect, social relations, variation, register; Key processes: selecting, applying, comparing, evaluating]
(ACLJAU196 - Scootle ↗)

Elaborations

applying an understanding of Japanese values such as respect (内/外) by making appropriate language choices, for example, using ご/お prefixes, and plain or polite forms, and recognising characteristics of formal/informal registers

evaluating how language choices reflect social relations and priorities, such as using expressions that deflect praise of self or own family to show modesty, for example, 日本語がじょうずですね。いいえ、ぜんぜん。

noticing 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 such as 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。

comparing verbal and non-verbal elements of communication in different languages and cultural contexts, such as ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or あいづち/silence

Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange
[Key concepts: globalisation, exchange, influence, contemporary culture, language revival/reclamation; Key processes: mapping, classifying, analysing, reviewing]
(ACLJAU197 - Scootle ↗)

⊟ ⠅ ⓒ ↻ ✋ ᴧᴧ

Elaborations

finding examples of ways in which social and cultural influences impact on languages, for example, the abbreviation of borrowed words in Japanese, such as リモコン or スマホ, or the combination of borrowed words with る、ググる and サボる to make verbs

reflecting on changes in their own language(s) and cultures due to influences such as technology and social media, for example, the use of abbreviations in text messaging or the replacement of words by emoticons, and considering possible effects of such changes on *kanji* acquisition in Japanese and spelling in English

exploring the influence of Japanese popular culture in Australia, the Asia region 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*

ᴧᴧ

investigating the state and nature of indigenous Japanese languages, considering issues such as language revival and reclamation, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia

✋

Role of language and culture

Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret

[Key concepts: intercultural exchange, meaning, reciprocity, values; Key processes: analysing, questioning, discussing]

(ACLJAU198 - Scootle ↗)

⊟ ⠅ ⓒ ♣ ⚖ ↻

Elaborations

providing examples of exchanges in Japanese that require cultural as well as literal interpretation, such as responses that deflect personal considerations (for example, replying positively to the enquiry お元気^{げんき}ですか), or strategies to preserve values of humility and honour

discussing how the cultural value of 内^{うち}/外^{そと} is expressed through language, such as the use of prefixes and suffixes when referring to people outside the immediate 'group', the choice of informal or formal register, and decisions about what to share/not share in general conversation

exploring cultural concepts embedded in Japanese language which embody important core values and behaviours and for which there is no direct English translation, for example, えんりょ and 和^わ

discussing their own and others' attitudes towards cultural diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 12 of 26

considering how contemporary expressions of individuality exemplified in some forms of contemporary Japanese youth culture relate to traditional concepts of conformity and collective identity

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 13 of 26

Years 9 and 10 Content Descriptions

Communicating

Socialising

Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience
[Key concepts: discussion, social experience, popular culture, views; Key processes: interacting, responding, comparing, expressing opinions]
(ACLJAC019 - Scootle ↗)

Elaborations

comparing experiences of teenage life and expressing opinions and aspirations, for example, 行きたいです。先生になりたいです。 つまらないとおもいます 。

sharing information about significant or special events in their own life and comparing with those of Japanese teenagers, such as birthdays, holidays, celebrations, sporting events and festivals, 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。

developing strategies to initiate and sustain interactions, such as asking for clarification or confirmation, acknowledging and showing interest, using appropriate gestures and expressions such as あいづち, ああ　そうですか。いいですね。そうですね。 へえ。はい　うん。

maintaining and extending conversations by requesting additional information, asking appropriate questions, and using conversation fillers such as いつしますか。だれとしますか。 どうですか。

providing evidence or reasons to justify 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。

communicating with one another and with other young Japanese speakers via email, online conferencing or school-based exchanges about shared interests such as popular culture, sports and special events, or comparing aspects of school or home life, for example, 私のしゅみはスポーツです。山川さんはスポーツをしますか。私はスーパーでアルバイトをしています。 デービッドさんはアルバイトをしていますか。 or ぶかつに入っていますか。

using appropriate levels of formality for everyday exchanges such as greetings, introductions and apologies, for example, こんにちは。 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, メールをどうもありがとう。 いっしょにカラオケをしませんか。

Participate in activities that involve transacting, negotiating, planning and participating in events and

experiences
[Key concepts: social exchange, transaction, negotiation; Key processes: planning, transacting, making decisions, performing]
(ACLJAC020 - Scootle ↗)

📄 🧮 ⋰⊀ 🌐 👥 🔗

Elaborations

engaging in social transactions such as presenting gifts, accepting and declining invitations, making excuses and apologising, using appropriate protocols such as forms of politeness and respect, for example, 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。日よう日にえいがを見に行きませんか。 いいですね、行きましょう。

planning and completing tasks involving authentic or simulated transactions, for example, planning a holiday, purchasing goods, ordering food or making requests by email or text message

negotiating and making decisions about 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 。

creating a digital presentation or performance to present information about their own school to a Japanese sister school or Japanese visitors

planning social events, negotiating and making shared decisions, and creating associated texts, such as invitations or posters for an excursion or for activities for Languages Week, 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。

role-playing scenarios related to travelling or living in Japan, for example, interactions with a host family or using public transport

Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences
[Key concepts: discussion, reflection, interaction; Key processes: requesting, responding, clarifying, enquiring]
(ACLJAC021 - Scootle ↗)

📄 🌐 👥

Elaborations

interacting in classroom routines using appropriate language to apologise, for example, すみません、しゅくだいをわすれました。、 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。、 and to ask and respond to questions, for example, 〜は英語で何ですか。この漢字はどう読みますか。

further developing metalanguage to communicate about language and about their experience of learning Japanese, using Japanese for terms such as verbs (どうし), adjectives (けいようし) and

nouns (めいし)

enquiring about and describing 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。テーブルの上にあります。学校の左にあります 。

participating in class discussion by eliciting or offering opinions, for example, どうおもいますか。つまらないです 。、 and by asking questions or making suggestions, for example, つぎはだれですか。 いっしょにしましょうか。

discussing their language-learning experience, for example, 日本語はやさしいですね。かんじはむずかしいです。でも、おもしろいです。

showing appreciation and complimenting one another, for example, よくできました。うたがじょうずですね。

Informing

Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others
[Key concepts: information, representation, modality, audience; Key processes: reviewing, recording, summarising, comparing]
(ACLJAC022 - Scootle ↗)

Elaborations

examining factual information from a range of print, online/web-based travel and leisure texts, using it to compare options and make suggestions, for example, 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。

understanding the gist and recording specific details from texts such as websites, newspaper articles, documentaries, reports or podcasts on topics such as popular culture, schools, sports or leisure activities in Japan

obtaining and using information from a range of media texts, including television weather reports, interviews and digital video clips, and summarising key points through presentation modes such as graphs, charts, diagrams, and written or digital reports

identifying variations in spoken and written informative and persuasive texts, for example, print, television and online advertisements, noticing differences in language according to intended audience

Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience

[Key concepts: text, context, mode, audience; Key processes: selecting, editing, presenting]
(ACLJAC023 - Scootle ↗)

▤ ▦ ⦂ӿ ℂ ⚌ ℅

Elaborations

collecting and organising information to report significant events in their personal worlds, such as family celebrations, travel or personal milestones, to classmates, parents or peers, using formats such as schedules, timetables, graphs, tables or statistics

preparing multimodal presentations on aspects of Japanese lifestyles and cultural practices that invite comparison and contrast with their own experience, such as aspects of popular culture, for example, fashion, music or *anime/manga*, 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

preparing and presenting/publishing an article for a magazine, e-journal or website with a specified audience in mind, for example, a film review for young learners of Japanese or a digital travel guide for a proposed visit to Japan

creating texts to inform others about or promote events, places or experiences, such as a poster or flier for a multicultural event or a brochure about their school for a Japanese audience, for example, ミュージカルにきてください。私の学校にようこそ。

Creating

Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content
[Key concepts: character, theme, expression; Key processes: reviewing, responding, adapting, comparing]
(ACLJAC024 - Scootle ↗)

▤ ⦂ӿ ℂ ⚌ ⚏ ℅ 𝐀𝐀

Elaborations

engaging with a range of contemporary Japanese texts, including songs, memes, *manga*, television programs, YouTube video clips or subtitled film excerpts, identifying and interpreting cultural elements such as values, for example, せんぱい and こうはい

comparing ideas and values represented in Japanese folk stories with similar Western folk stories/fables, for example, comparing いっすんぼうしand 'Cinderella'

reviewing a video clip, *anime* or film excerpt popular with Japanese students of the same age, identifying aspects that they enjoyed or disliked, for example, おもしろかったです。だから、また見たいです。おもしろかったです。でも、ながかったです。

adapting an imaginative text such as a story or computer game, for example, by resequencing events, adding a new element or changing the location or era

identifying and describing characters, settings and events and identifying key ideas or themes in texts that they have particularly enjoyed, giving reasons for their choice

selecting favourite elements of performance texts, for example, humour in *manzai* skits, and comparing them with humorous texts popular among their Australian peer group

comparing expression and imagery typical of contemporary Japanese and Australian music, for example, by comparing video clips of popular songs or television song contests in Japan and Australia

Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences
[Key concepts: fantasy, entertainment, expression; Key processes: imagining, creating, performing]
(ACLJAC025 - Scootle ⤴)

Elaborations

presenting a day in the life of an imaginary or real character from familiar anime, manga or film, incorporating elements such as humour or surprise to express different characteristics

using digital technologies to create a design for an Australian theme park, shopping centre or sports arena to attract young Japanese visitors to Australia

creating short texts such as skits, raps or haiku, and using a range of digital technologies to design, perform and/or record these to amuse, entertain and engage other learners of Japanese

working collaboratively to compose and perform a skit such as a *manzai* based on an imagined scenario that allows for experimentation with expressive language
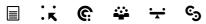
creating a digital persona or avatar in a Japanese-speaking fantasy world, incorporating communicative styles and behaviours observed in Japanese texts

Translating

Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another
[Key concepts: culture, translation, equivalence, meaning; Key processes: comparing, analysing, critical and cultural reading]
(ACLJAC026 - Scootle ⤴)

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 18 of 26

Elaborations

creating glossaries to explain concepts encountered in Japanese social texts and interactions that reflect cultural values or experiences, for example, よろしくおねがいします。いらっしゃいませ。ただいま。おかえりなさい。

explaining why some terms cannot be used interchangeably in Japanese as they can in English, 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。

examining literal translations of everyday social interactions in Japanese and identifying 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

evaluating 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

using print, electronic and online dictionaries effectively by taking context into account when interpreting the meaning of words or phrases, for example, ただいま、おかえり、ねます (go to bed), あし (foot/leg)

considering differences between Japanese and English language used to describe people, for example, 目がほそい。はながたかい 。

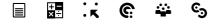finding and using Japanese equivalents for conversation fillers such as 'um' and 'yes', for example, ええとあのうはいうん

translating texts such as public signs, notices or advertisements from Japanese into English and vice versa, comparing elements such as levels of politeness or degree of directness, for example, ましょう form in Japanese, 'Keep clean (きれいにしましょう)' translates into 'Do not litter' in English

Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations

[Key concepts: bilingual text, representation, interpretation; Key processes: composing, selecting, translating, glossing]
(ACLJAC027 - Scootle ↗)

Elaborations

creating an online bilingual class profile to send to a Japanese sister school or present to Japanese visitors to the school, including translations and/or explanation of key terms and expressions associated with events or school celebrations

providing bilingual subtitles or captions for a cartoon or comic that depicts intercultural encounters, for example, interactions between a Japanese exchange student and an Australian host family

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 19 of 26

creating simple bilingual texts for English and Japanese speakers, such as community information leaflets, menus, timetables or brochures, that include contextual and visual support

designing and maintaining a bilingual website with a Japanese sister school or another group of Japanese learners in Australia, considering the best use of each language depending on the context and nature of the information or interaction

creating bilingual texts for specific audiences, for example, songs or games for younger learners of Japanese, or a schedule for an event likely to interest both English and Japanese speakers, noticing how expression and representation need to be tailored to suit different audiences

Reflecting

Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making
[Key concepts: frames, norms, reciprocity, reflection; Key processes: comparing, analysing]
(ACLJAC028 - Scootle ↗)

Elaborations

recognising that social values and reactions such as respect or displeasure can be expressed differently in different cultures, for example, noting the Japanese avoidance of direct refusal or eye contact, the desire to please by answering a question even if they do not know the answer, waiting to be invited to eat or drink, and the practice of smiling for different reasons in different contexts

noticing cultural cues when interacting with Japanese speakers or resources that suggest differences in 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<ruby>先<rt>さき</rt></ruby>に) どうぞ。がんばります。

recognising 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

discussing incidences in Japanese-language exchanges when miscommunication has occurred, and reflecting on why or how this happened

reflecting on how their own language and communication style might be perceived by Japanese speakers, considering concepts such as culture, attitudes, assumptions and values

discussing Japanese cultural concepts such as <ruby>恩<rt>おん</rt></ruby> (owing a kindness), <ruby>義理<rt>ぎ り</rt></ruby> (a sense of duty) and <ruby>和<rt>わ</rt></ruby> (harmony), and considering how the expression of these concepts in Japanese language and behaviour compares with the expression of similarly significant concepts in their own language(s) and culture(s)

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 20 of 26

Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time

[Key concepts: identity, perspective, change; Key processes: reviewing, presenting, reflecting] (ACLJAC029 - Scootle ↗)

Elaborations

assembling and presenting an autobiography, including references to key experiences and significant events, interests and family origins, and identifying elements that may need explaining to Japanese speakers, for example, そふは七十六さいです。1951年_{ねん}にイタリアからオーストラリアへ来ました。

identifying significant life events that are marked in Australia or Japan, for example, 七五三_{しちごさん}、 birthdays, 18th/21st birthdays and 成人式_{せいじんしき} or marriage, and considering how these provide insight into cultural values or traditions

considering the relationship between identity and language, with reference to the languages spoken by the students themselves, peers, and family or community members, including their own developing ability to communicate in Japanese

examining the impact of cultural stereotypes and expectations in relation to cultural identity and intercultural communication

considering whether their sense of identity changes when they use different languages

Understanding

Systems of language

Understand 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
[Key concepts: phonetic changes, intonation patterns, pacing; Key processes: distinguishing, vocalising]
(ACLJAU030 - Scootle ↗)

Elaborations

understanding that some new notations have been devised over the years to account for the sounds of loan words, for example, ティ、 ヴィ、 ヴ

recognising and applying the basic pattern of intonation in Japanese, marked by the formation of a downturning curve

identifying the characteristic of rising intonation when asking questions in plain or ましょう form, for

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 21 of 26

example, 行く？ 行きましょうか？

understanding how to make appropriate pauses in a sentence, dividing the sentence into cohesive chunks to allow for the use of あいづち

understanding that changes occur in *kanji* readings, for example, 一月、 月曜日

Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words

[Key concepts: script forms and functions, meaning; Key processes: decoding, identifying, prediction]
(ACLJAU031 - Scootle ⬈)

Elaborations

understanding 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 *okurigana*

recognising 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

developing strategies to guess the meaning of unknown words that contain familiar *kanji*, for example, 小学校、 中学校

Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas

[Key concepts: syntax, verb conjugation, cohesion, classifiers; Key processes: describing, identifying, classifying, applying]
(ACLJAU032 - Scootle ⬈)

Elaborations

further developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources such as verb charts and lists of vocabulary and sentence structures

understanding and applying 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

understanding that verbs can be divided into three groups according to the way they are conjugated: Group 1 (five-step verbs), Group 2 (one-step verbs) and Group 3 (irregular verbs)

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 22 of 26

using character charts as a systematic framework that enables recognition of verb conjugation patterns, and applying the formation rules of each verb group

understanding and using a range of particles such as:

- か (or)

- に (purpose, indirect object, location)

- で (location of action, by means such as ペンで、 日本語で)

understanding and using い and な adjectives in the present and past tense

using verb stems with grammatical features such as 〜たい、 〜 たくない、 〜 かった、 〜 やすい／にくいです

understanding and using 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

creating cohesion and flow by using conjunctions, for example, だから、 それで、 それに、 verb て form, だから、 しかし、 それに、 けれども

expressing opinions, intentions and thoughts using the plain form, for example, 〜つもりです、 〜とおもいます、 〜たり〜たりします

asking and responding to questions using 何で? どうして/なぜ？ どのぐらい? いくつ？

building vocabulary that relates to daily life and the world beyond school and home and that can be used for cross-curricular content learning

elaborating ideas or statements using expressions such as 今しゅう、 先しゅう、 来年、 いつも、 ぜんぜん、 あまり

understanding Japanese counting systems using units of 10, 100, 1000 and 10,000 and associated *kanji*, for example, 百 、 千、 万

extending the use of counter classifiers to include 〜円、 〜分、 〜まい、 〜本、 〜つ、 〜日 (date)

expressing superlative forms using 一番、 for example, 一番好きなかもくは日本語です。

expressing the location of items by using prepositions such as 右、 左、 前、 後ろ、 上、 下、 となり、 そば

understanding and using plain or polite forms as appropriate to context, for example, understanding

the concept of *uchi-soto* (内/外) for making appropriate choices of register

Use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects

[Key concepts: text, mode, scripts; Key processes: composing, selecting, analysing, explaining]
(ACLJAU033 - Scootle ⧉)

🔲 🌀 🔗

Elaborations

applying 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

applying understanding of the textual features of different text types to construct simple narratives, messages, slogans or song lyrics, noticing how the choice of language and text structure works to achieve each text's purpose

comparing 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

using appropriate textual conventions to shape simple texts such as letters or menus, for example, introductions, linked paragraphs, summaries and sequencing strategies

analysing the function of different scripts in different types of texts, identifying examples of *kanji* used for nouns and verbs, *katakana* for borrowed words and *hiragana* for grammatical purposes

Language variation and change

Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships
[Key concepts: register, tenor, context, culture; Key processes: analysing, exemplifying, comparing]
(ACLJAU034 - Scootle ⧉)

🔲 ⸬ 🌀 ⚶ ⚖ 🔗

Elaborations

examining how language choices reflect social relations and priorities, for example, the concept of 内<ruby>うち</ruby>/外<ruby>そと</ruby>、 using ご/お prefixes and plain or polite forms, and using expressions that deflect praise of self or of own family to show modesty, such as 日本語がじょうずですね。いいえ、あんまり。

finding 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 loan words when discussing popular culture, for example, 'J-rock', 'J-pop', 'fast food'

noticing 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 such as 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。

identifying how variations in language use and communicative behaviours reflect how emotions or attitudes such as respect, gratitude or embarrassment are differently expressed across languages and cultures

comparing features of written and spoken Japanese 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、 えー

comparing verbal and non-verbal elements of communication in different languages and cultural contexts, such as ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or あいづち/silence

Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change

[Key concepts: language change, intercultural contact, popular culture; Key processes: reflecting, identifying, comparing]

(ACLJAU035 - Scootle ↗)

Elaborations

understanding that each region of Japan has its own dialect and accents, and that Japan, like Australia, also has some indigenous languages

finding 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 メル友 for e-pal

considering how globalisation has accelerated the introduction of English words and expressions into Japanese, and discussing possible benefits and disadvantages associated with the blending and mixing of languages

discussing possible reasons for changes in Japanese language use, such as exposure to other languages, changing attitudes to social practices, involvement in social media and digital communication

exploring the influence of Japanese popular culture 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*

Role of language and culture

Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony
[Key concepts: language, culture, intercultural experience; Key processes: analysing, reflecting, reciprocating]
(ACLJAU036 - Scootle ⬈)

Elaborations

discussing ways in which learning Japanese can lead to new ways of thinking, behaving, or interpreting experience and values, for example, noticing and responding to demonstrations of politeness and respect through the softening of negative responses, such asあしたはちょっと...。

considering 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, for example, どうぞ。あまり...。どうもありがとうございます。、 and reflecting on how they react and adjust to such expressions of cultural values when interacting with Japanese speakers

exploring familiar types of Japanese community texts such as print or online advertisements, brochures, catalogues or memes that employ different representations of culture, for example, by analysing which products use traditional icons such as *samurai* in their advertisements and which use more contemporary images

investigating language associated with events such as national holidays, for example, お正月 and ゴールデンウィーク、 and identifying how it reflects associations between holidays and family values

understanding that language carries cultural associations, for example, the ordering of information on Japanese business cards, such as じこしょうかい (company, title, surname, given name), indicates priorities in regard to individual, collective and family relationships

identifying Australian ways of communicating and behaving that may appear unusual or inappropriate to Japanese speakers, for example, eating in public places, sitting on the floor or desk, speaking loudly and using direct eye contact

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 26 of 26