The Australian
Curriculum

Subjects	Japanese
Year levels	Year 6

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Years 5 and 6 Content Descriptions

Communicating

Socialising

Interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others [Key concepts: communication, correspondence, exchange, interests; Key processes: interacting, communicating, greeting, describing]

(ACLJAC145 - Scootle ↗)

Elaborations

communicating with peers and other Japanese speakers in local or online communities or digital forums, using strategies such as active listening skills, turn-taking cues, requests for clarification, and respectful language for agreeing or disagreeing, for example, へー、そうですね、すみません、もういちど　おねがいします、ちょっと…

showing interest in, respect and concern for others by asking questions such as だいじょうぶ　です　か。

exchanging simple correspondence such as greeting cards in print or digital form based on modelled language such as おたんじょうび　おめでとう(ございます)。あけまして　おめでとう　ございます。おかあさん、ありがとう。〜へ〜より

using formulaic language to exchange emails with young Japanese speakers to provide personal information such as 〜さんへ、〜より、じゃあ　また, their names, likes and dislikes, family members or leisure activities

exchanging information with one another or with other Japanese-speaking students about school or home routines, leisure activities, interests or preferences, popular culture or sport, for example, サッカー　を　します　か。いつ　します　か。土よう日　に　サッカー　を　します。サッカー　が　すき　です　か。ぼく　も　すき　です。

recounting experiences with own family and friends, for example, 土よう日　に　ともだち　と　うみ　に　いきました。たん生日　に　ケーキ　を　たべました。

exchanging gifts using appropriate body language/gestures, such as giving and receiving with two hands and using expressions such as すみません。どうぞ。どうも　ありがとう　ございます。

Collaborate with peers to plan and conduct shared events or activities such as teaching and working with a buddy class, organising a shared event, or rehearsing and presenting a school performance

[Key concepts: collaboration, performance, transaction; Key processes: planning, organising, introducing, explaining, transacting, budgeting]
(ACLJAC146 - Scootle ↗)

Elaborations

planning and organising activities such as a class event, visit or performance, using language related to place, people, time and numbers and creating promotional materials, for example, たいこ　の　えんそう、木_{もく}よう日_び、十一時、たいいくかん

creating a skit, performance or action game to introduce a buddy class to aspects of Japanese language and culture, for example, introducing hiragana, individual words or expressions, or behaviours such as bowing appropriately or receiving a gift

participating in simulated transactions such as purchasing goods or ordering food, using appropriate gestures, formulaic expressions and relevant question–answer exchanges such as いらっしゃいませ。これ　を　ください。いくら　です　か。3000円　です。はい、どうぞ。

becoming familiar with the value of Japanese yen by carrying out real or simulated transactions and exchanges

budgeting for virtual shopping expeditions, for example, by consulting online catalogues and menus, comparing prices and values, and discussing intended purchases, using formulaic expressions such as ちょっと　高_{たか}い　です。でも、おいしそう　です。

Participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting one another, thanking, apologising and expressing preferences

[Key concepts: roles, interaction, communication; Key processes: reading, naming, describing, requesting]
(ACLJAC147 - Scootle ↗)

Elaborations

taking on different roles and responsibilities in the classroom (当番_{とうばん}), such as taking the roll, identifying the day of the week, describing the weather or acting as monitor, for example, 本_{ほん}　を　ください。ノート　を　ください。(どうも)　ありがとう。

doing 日直_{にっちょく}, taking turns to lead the class in routines such as opening and closing lessons, for example, きり,つ れい、ちゃくせき, using appropriate gestures

indicating that something is either correct or incorrect using はい (>そうです)。ちがいます。

using appropriate language, actions and gestures to participate in interactions such as interrupting or

asking for clarification, for example, 先生、すみません。ちょっと　わかりません。ゆっくり　(おねがいします)。

Informing

Gather, classify and compare information from a range of sources related to concepts from other learning areas

[Key concepts: interests, behaviours, social interactions, cultural expression; Key processes: researching, compiling, presenting, identifying]

(ACLJAC148 - Scootle ↗)

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Elaborations

surveying and compiling information about young people's interests and preferences in different contexts, such as favourite activities, television and websites, preferred means of transport or communication, or leisure activities at different times of the year, and presenting findings in formats such as flow charts, graphs, diagrams or oral presentations, for example, ぜんぶ　で　二十人　です。六人　は　ゲーム　が　すき　です。

extracting key points from a range of spoken, written or digital texts on topics such as healthy eating, school lunches, or home or school routines, discussing findings and comparing opinions, for example, 日本人　は　がっこう　で　そうじ　を　します。オーストラリア人　は　そうじ　を　しません。

identifying points of information in texts such as advertisements, conversations, brochures or announcements, and representing them in different formats, such as charts, concept maps, skits or digital presentations

viewing video clips or reading simple texts containing social interactions such as exchanges between parents and children or customers and shop assistants, identifying and recording new words and expressions for use in their own language production

identifying words, expressions and behaviours associated with important Japanese cultural activities or events, and comparing them with equivalent Australian expressions or behaviours, for example, locating あけまして　おめでとう　ございます on a New Year's card (年賀 状)

Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions

[Key concepts: content, profile, audience, format; Key processes: presenting, profiling, referencing]

(ACLJAC149 - Scootle ↗)

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Elaborations

organising and presenting information relating to aspects of Japanese culture, for example, fashion, famous landmarks/icons or festivals, using supporting resources such as sound, visuals or graphics, and providing a structured summary, for example，　です。高い　です。そして、ゆうめい　です。か

ざん　です。 **or** さっぽろ　です。さっぽろ　は　とても　さむい　です。ゆき　が　ふります。ふ
ゆ　に　ゆきまつり　が　あります。

creating a profile in digital format of a context, situation or event for a specified audience, such as a virtual tour of the school or classroom for an intending exchange student group or sister school

creating a class book or digital display about topics that connect with other curriculum areas and are relevant to their own lives, such as sports, environmental sustainability, transport or health

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Creating

Listen to, read and view different imaginative texts such as anime, folk stories and manga, describe and give opinions about characters and events, and identify cultural elements
[Key concepts: character, plot, context, values, emotion; Key processes: analysing, discussing, responding, expressing, comparing]
(ACLJAC150 - Scootle ↗)

Elaborations

discussing key messages in print, digital or multimodal texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in *anime*, and comparing their treatment across cultural contexts and time

recalling and/or illustrating main characters and events in stories, songs or *anime*, for example, by responding to questions such as だれ、いつ、どこ

responding to simple spoken, written or digital narratives such as folk tales, *anime, manga* or films that evoke positive or negative emotions such as happiness, amusement or affection, fear or anger, connecting these with their own experiences by using stem statements such as わくわく　します。だいすき　です。こわい　です。どきどき　します。びっくり　しました。へん　です　ね。

Create and present or perform imaginative texts for a variety of purposes and audiences
[Key concepts: performance, audience, rhythm, digital text; Key processes: creating, performing, designing]
(ACLJAC151 - Scootle ↗)

Elaborations

creating and performing a presentation for a particular audience, for example, a puppet show or play for a buddy class or a performance for the school or community

designing and presenting a commercial for a new or existing product likely to appeal to consumers in their age group

creating a rap or song that involves experimentation with rhyme and rhythm

teaching younger children songs that involve repetitive phrases and actions, for example, songs from popular *anime* films

using familiar and modelled language to create imaginative digital texts, such as a photo story, an e-book or profile of an imagined avatar, for example, これ　は　たからじま　です。大きい　とりい　と、小さい　とりい　が　あります。じてんしゃ　で、大きい　とりい　に　いきます。大きい　とりい　の下　にはこ　が　あります。はこ　の　中　に金　が　あります。

producing and presenting picture books/Big Books/mini books or short scripted scenarios for younger students, incorporating elements of Japanese language and culture that are likely to be unfamiliar, engaging or challenging

Translating

Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning
[Key concepts: meaning, culture, interpretation, equivalence; Key processes: explaining, interpreting, demonstrating, experimenting, reflecting]
(ACLJAC152 - Scootle ⬈)

Elaborations

providing explanations or interpretations of formulaic expressions such as おめでとう used in a range of situations and celebrations, for example, congratulations おめでとう　ございます and birthday wishes おたんじょうび　おめでとう

collecting, using and explaining Japanese words and expressions that do not translate easily into English, such as おかえり、いらっしゃいませ、ごちそうさま

demonstrating and explaining elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems

experimenting with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource

Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus
[Key concepts: bilingualism, learning resources, translation; Key processes: classifying, glossing, annotating, composing]
(ACLJAC153 - Scootle ⬈)

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Elaborations

creating shared bilingual learning resources such as print or digital word banks or glossaries of Japanese and English expressions used in formal and informal everyday interactions

performing a role-play or skit for an audience, using Japanese for the performance and English for supporting explanations

using dictionaries and electronic translation tools to compose bilingual texts such as captions, menus, posters or invitations, comparing results and identifying how bilingual texts support intercultural communication

creating bilingual texts for the classroom or school community, for example, invitations to attend class or school assembly performances, posters advertising Languages Day

Reflecting

Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms
[Key concepts: language, culture, similarity and difference, values; Key processes: identifying, analysing, comparing, reflecting]
(ACLJAC154 - Scootle ↗)

Elaborations

identifying frequently used Japanese phrases and behaviours in everyday social exchanges that reflect cultural traditions or values that appear different to their own, for example, おてがみ　ありがとう　ございます。いらっしゃいませ。

comparing their own and one another's reactions to the experience of learning Japanese, and considering whether their attitudes or understandings have changed in relation to cultural diversity and intercultural experience

reflecting on the experience of using Japanese language, gestures and body language, and considering how their responses reflect their own attitudes and experience

noticing aspects of communication and cultural expression represented in Japanese stories, songs or audio/visual media, responding to teacher prompts such as 'What do you see?' 'What do you notice about …?' 'Why do you think …?' 'How is this similar/different to …?'

Discuss the experience of speaking and interacting in a different language, what they understand by 'identity', and whether learning Japanese has any effect on their sense of self
[Key concepts: identity, communication, stereotype, protocol; Key processes: reflecting, identifying, exploring]
(ACLJAC155 - Scootle ↗)

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Elaborations

identifying elements of identity that are important across all cultures, for example, family, community, location

creating multimodal texts that represent elements of their own identity, such as personal emblems/mottos, self-profile, photo journal, or caricature/self-portrait, and considering how Japanese children of the same age might respond to these

exploring the idea of stereotypes and how people think about others from different cultural backgrounds

practising formulaic expressions such as those exchanged before and after meals or when giving or receiving gifts or food, for example, いただきます、ごちそうさまでした, and reflecting on the experience of using such exchanges

considering whether learning and using Japanese impacts on their sense of identity or influences their behaviour in or out of the classroom, for example, when playing Japanese games online, eating in Japanese restaurants and reading signs or menus
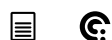
Understanding

Systems of language

Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning
[Key concepts: phonemic awareness, spelling, rhythm; Key processes: identifying, discriminating, pronouncing, spelling]
(ACLJAU156 - Scootle ↗)

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Elaborations

knowing how to pronounce all the sounds in the *kana* chart, including voiced and unvoiced sounds (てんてん and まる), combined and long vowel sounds and double consonants, for example, きって and りょうり

understanding that the sounds of *hiragana* and *katakana* are identical even though the associated scripts are different

knowing that the *hiragana* spelling of a particular particle does not match its pronunciation, for example, 'wa' for は , 'e' for へ, 'o/wo' for を

noticing that certain combinations of two moras make one rhythm unit (foot), for example, the copula

です and the verb suffix ます

Recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text

[Key concepts: scripts, characters, stroke order, punctuation; Key processes: reading, writing, recognising]

(ACLJAU157 - Scootle ⤴)

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Elaborations

reading and writing all *hiragana* (including voiced, combined and long vowel sounds and double consonants) using the *kana* chart

learning 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*

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learning to apply the basic principles of stroke order to write all *hiragana* and high-frequency *kanji* such as 月、日、木、人

recognising frequently used *katakana* words such as オーストラリア

reading and writing words, phrases and sentences using *kana*, for example, わたし　の　本、これ　は　かぞく　です。

understanding the use of basic Japanese punctuation marks such as まる(。) and てん(、), and *katakana* long vowel marks, for example, in a student's name such as ルーク

understanding the use of *furigana* as a reading aid

Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes

[Key concepts: metalanguage, grammar, counters; Key processes: identifying, explaining, discriminating, applying]

(ACLJAU158 - Scootle ⤴)

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Elaborations

expanding metalanguage for communicating about language, using additional terms such as 'pronoun' and 'conjunction'

understanding and identifying elements of different sentence structures and the use of particles such as へ、で

understanding the use of 〜が　あります/います。 to refer to inanimate/animate objects

describing locations of homes, people, animals and items, using basic structures, for example, noun　は　place　に　あります。noun　は　place　に　います。

knowing how to use prepositions to describe the position of objects, for example, つくえ　の　上 に,いす　の　下　に

understanding the use of こそあど series in concrete contexts, for example, これ、それ、あれ、どれ

using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て　ください。トイレ　に　いっても　いい　です　か。

knowing how to use common counters and classifiers such as 〜こ、〜ひき/ びき/ ぴき、〜えん

understanding Japanese numerical place order: 一、十、百、千、万

understanding location words and expressions indicating direction or means of transportation, for example, くるま　で　がっこう　に　いきます。

understanding different question words such as いくら、どれ

using conjunctions such as そして、それから to link ideas

Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations

[Key concepts: textual features, context, variation; Key processes: recognising, identifying, explaining, reflecting]

(ACLJAU159 - Scootle ↗)

Elaborations

recognising the order for writing the components of the date in Japanese, for example, 年、月、日、 よう日

understanding the significance of features of different types of texts, such as opening and closing emails, letters or phone conversations, for example, 〜さんへ、〜より、もしもし

considering how the composition of texts in different languages reflects cultural values, such as the ordering of information on Japanese ID cards or when *kanji* or Arabic numerals are used in Japanese texts

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understanding 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

Language variation and change

Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal

[Key concepts: register, context, tenor; Key processes: observing, reflecting, comparing]

(ACLJAU160 - Scootle ↗)

Elaborations

noticing that language can be made casual or 'softer' by adding particular endings, such as そうですね。すみません。 ちょっと。

observing how language use reflects respect and social distance, such as showing respect for authority figures, for example, しつれいします。よろしく　おねがいします。, or expressing familiarity with friends by using first names rather than surnames

noticing differences in interaction styles in some familiar situations in Japanese and Australian contexts, such as interactions in classrooms or shops

Recognise that the Japanese language is both influenced by in turn influences other languages and cultures

[Key concepts: language contact, word borrowing, globalisation, technology, change; Key processes: identifying, classifying, reflecting]

(ACLJAU161 - Scootle ↗)

Elaborations

exploring how the Japanese language is influenced by other languages and cultures, for example, in relation to food パン、スパゲッティー、クレープ、ハンバーガー, music and sport ミュージカル、ロック、ダンス、サッカー、バスケットボール, and technology パソコン、メール、インターネット

investigating the influence of Japanese language and culture on their own language and experience, for example, by creating a glossary of Japanese words and expressions used in fields such as martial arts ('judo', 'karate', 'sensei', 'sumo'), food ('sushi', 'tofu', 'wasabi') or communication/culture ('haiku', 'anime', 'manga', 'sudoku')

understanding that there are Japanese-speaking communities outside Japan, for example, in Hawaii and South America, and that Japanese is widely taught in many countries around the world, including Australia and other countries of the Asia-Pacific region

understanding that all languages change, that some are constantly growing and expanding while

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others are disappearing or being revived, for example, many indigenous languages, including Aboriginal languages and Torres Strait Islander languages

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Role of language and culture

Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication

[Key concepts: language, culture, expression, values, perspectives; Key processes: noticing, identifying, comparing, reflecting]

(ACLJAU162 - Scootle 🔗)

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Elaborations

noticing ways in which Japanese language and behaviour reflect values and traditions, for example, reluctance to volunteer or compete for attention in class, responding to compliments じょうず です ね。いいえ, and prioritising the group rather than the individual

understanding that people 'read' intercultural experiences in different ways depending on their cultural perspective, recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas

imagining potential challenges for a visiting Japanese student spending time in an Australian classroom, and identifying phrases, expressions and behaviours that may need explaining, and elements of interaction, such as the use of personal space or volume of voice, that may appear inappropriate

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reflecting on how different languages and cultures represented in the classroom influence ways of communicating about or relating to social and physical environments, for example, Aboriginal and Torres Strait Islander traditions in relation to place, language and culture

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identifying and comparing traditional and contemporary cultural images used in Japanese and Australian print and media advertising and tourist brochures, considering when they are used and what message they convey

noticing similarities and differences between their own ways of communicating and observed interactions between young Japanese speakers in contexts such as everyday social situations or online forums, for example, responding to offers of food or drink, turn-taking in conversations