



NSW Syllabus for the Australian Curriculum



Japanese

K–10

Syllabus

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Introduction

The K–10 Curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

NESA syllabuses include agreed Australian Curriculum content and content that clarifies the scope, breadth and depth of learning. The Australian Curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008), which set the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence.

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *Japanese K–10 Syllabus* contributes to the curriculum, and to students' achievement of the broad learning outcomes, is outlined in the syllabus rationale.

Introduction to the Japanese K–10 Syllabus

The Language

The language to be studied and assessed is the modern standard version of Japanese.

Students should be aware of formal and informal levels of language used in daily life. This includes the use of colloquialisms, where appropriate, and an awareness of regional differences. The three Japanese writing scripts of *hiragana*, *katakana* and *kanji* will be studied as part of this syllabus.

The Learners of Japanese

Students come to the learning of languages with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in Japanese or in a different language. Students may have engaged with Japanese in formal or less formal contexts, or they may have been exposed to a language through family members or in-country experience. Students start school as mono-, bi- or plurilinguals.

Mandatory study of a language occurs in Stage 4. However, students may commence their study of a language at any point along the K–10 continuum.

The learners of Japanese include students:

- learning Japanese as a second or additional language
- with prior learning and/or experience who may have:
 - undertaken a significant school-based learning program in Australia
 - had exposure to Japanese language and culture and may engage in some active but predominantly receptive use of Japanese (including dialects and variants of Japanese)
- with a background in the language who have had their primary socialisation as well as initial literacy development and primary schooling in Japanese
- undertaking a course based on Life Skills outcomes and content.

Diversity of Learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity including students with special education needs, gifted and talented students and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Under the *Disability Standards for Education 2005*, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs.

[Adjustments](#) are measures or actions taken in relation to teaching, learning and assessment that enable a student with a disability to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access outcomes and content from K–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- [Languages](#)
- [Special education](#)
- [Life Skills](#).

Gifted and Talented Students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESAs and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students Learning English as an Additional Language or Dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The *ESL scales* and the [English as an Additional Language or Dialect: Teacher Resource](#) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.

Japanese Key

The following codes and icons are used in the *Japanese K–10 Syllabus*.

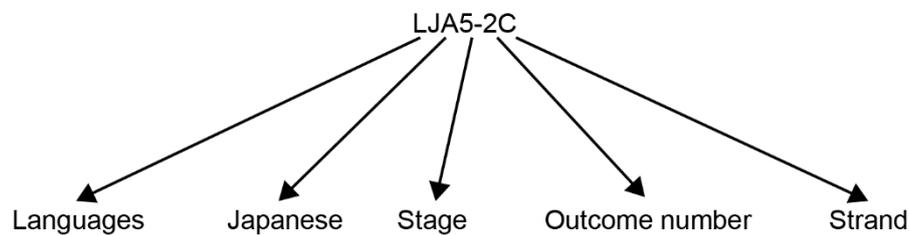
Outcome Coding

Syllabus outcomes are coded in a consistent way. The code identifies the language, Stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 are represented by the following codes:

Stage	Code
Early Stage 1	e
Stage 1	1
Stage 2	2
Stage 3	3
Stage 4	4
Stage 5	5

In the Japanese syllabus, outcome codes indicate subject, Stage, outcome number and strand. For example:

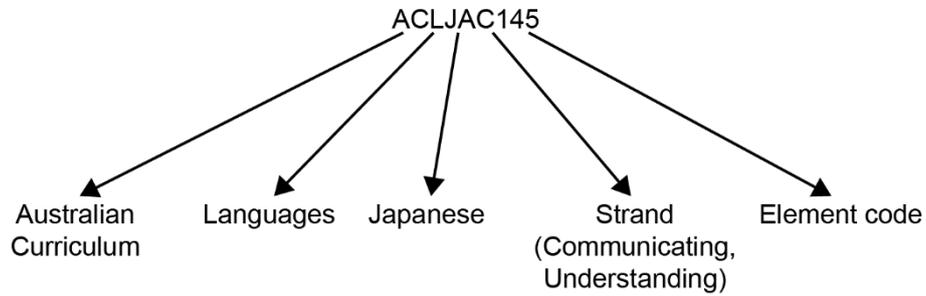


Outcome code	Interpretation
LJA2-1C	Languages, Japanese, Stage 2 – Outcome number 1 (Communicating)
LJA5-7U	Languages, Japanese, Stage 5 – Outcome number 7 (Understanding)
LJALS-2C	Languages, Japanese, Life Skills – Outcome number 2 (Communicating)

Coding of Australian Curriculum Content

The syllabus includes Australian Curriculum content descriptions for Japanese in a generic form with Australian Curriculum codes in brackets at the end of each generic content description, for example:

Initiate interactions and exchange information with teacher and peers (ACLJAC145)



Where a number of content descriptions are jointly represented, all description codes are included, eg (ACLJAC130, ACLJAC134, ACLJAC132).

Learning Across the Curriculum Icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

Cross-curriculum priorities

-  Aboriginal and Torres Strait Islander histories and cultures
-  Asia and Australia's engagement with Asia
-  Sustainability

General capabilities

-  Critical and creative thinking
-  Ethical understanding
-  Information and communication technology capability
-  Intercultural understanding
-  Literacy
-  Numeracy
-  Personal and social capability

Other learning across the curriculum areas

-  Civics and citizenship
-  Difference and diversity
-  Work and enterprise

Rationale

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Japanese is the official language of Japan, one of Australia's northern neighbours in the Asia region. There are also large Japanese-speaking communities in Hawaii, Peru and Brazil. Australia has a significant number of Japanese national residents, particularly in the major cities on the eastern seaboard. Japan has been a close strategic and economic partner of Australia for more than 50 years, and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism.

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. Students engage with elements of modern Japan, including popular culture such as *anime*, *manga*, music and fashion, as well as with the rich cultural tradition of this part of Asia. Students develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

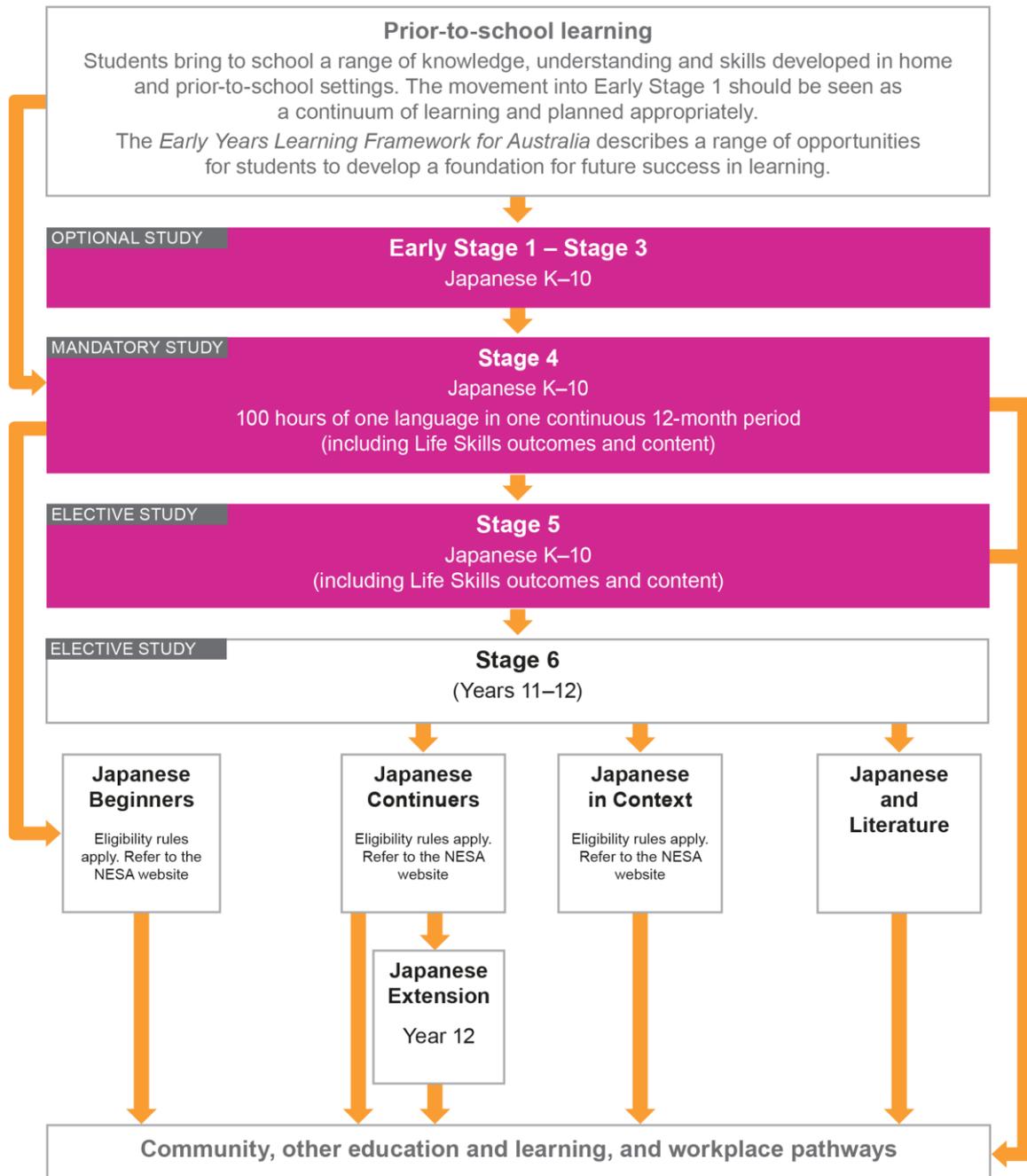
The ability to communicate in Japanese provides incentives for travel and for more meaningful interactions with speakers of Japanese, encouraging sociocultural understanding between Australia and Japan, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by Japanese-speaking communities to Australian society and to the global community. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their Japanese language skills and understanding of their cultural heritage.

The rich linguistic and cultural diversity of New South Wales, to which Japanese-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the K–10 curriculum.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

The study of Japanese in Kindergarten to Year 10 may be the basis for further study of one of the differentiated Japanese syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.

The Place of the Japanese K–10 Syllabus in the K–12 Curriculum



Aim

The study of Japanese in K–10 enables students to communicate with others in Japanese, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

Objectives

Knowledge, Understanding and Skills

Communicating strand

Students use language for communicative purposes by:

- **interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating
- **accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- **composing** – creating spoken, written, bilingual, digital and/or multimodal texts.

Understanding strand

Students analyse and understand language and culture by:

- **systems of language** – understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place
- **the role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.

The *Communicating* and *Understanding* strands are interdependent and one or more of the objectives may be emphasised at any given time, depending on the language and the Stage of learning.

Values and Attitudes

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

Outcomes

Table of Objectives and Outcomes – Continuum of Learning

Communicating strand

Objective					
Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating					
Early Stage 1 outcome	Stage 1 outcome	Stage 2 outcome	Stage 3 outcome	Stage 4 outcome	Stage 5 outcome
A student:	A student:	A student:	A student:	A student:	A student:
LJAe-1C interacts in simple exchanges in Japanese	LJA1-1C participates in classroom interactions and play-based learning activities in Japanese	LJA2-1C interacts with others to share information and participate in classroom activities in Japanese	LJA3-1C uses Japanese to interact with others to exchange information and opinions, and to participate in classroom activities	LJA4-1C uses Japanese to interact with others to exchange information, ideas and opinions, and make plans	LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

Objective					
Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts					
Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes	Stage 4 outcomes	Stage 5 outcomes
A student:	A student:	A student:	A student:	A student:	A student:
LJAe-2C engages with Japanese texts	LJA1-2C identifies keywords and information in simple texts	LJA2-2C locates and classifies information in texts	LJA3-2C obtains and processes information in texts, using contextual and other clues	LJA4-2C identifies main ideas in, and obtains information from texts	LJA5-2C identifies and interprets information in a range of texts
LJAe-3C responds to spoken and visual texts	LJA1-3C responds to texts using a range of supports	LJA2-3C responds to texts in a variety of ways	LJA3-3C responds to texts using different formats	LJA4-3C organises and responds to information and ideas in texts for different audiences	LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

Objective					
Composing – creating spoken, written, bilingual, digital and/or multimodal texts					
Early Stage 1 outcome	Stage 1 outcome	Stage 2 outcome	Stage 3 outcome	Stage 4 outcome	Stage 5 outcome
A student:	A student:	A student:	A student:	A student:	A student:
LJAe-4C composes texts in Japanese using visual supports and other scaffolds	LJA1-4C composes texts in Japanese using rehearsed language	LJA2-4C composes texts in Japanese using modelled language	LJA3-4C composes texts in Japanese using a series of sentences	LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences	LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

* Speaking, listening, reading and writing skills are integral for students who are developing their acquisition of the language. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the *Japanese K–10 Syllabus*.

Understanding strand

Objective Systems of language – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
LJAe-5U recognises spoken Japanese	LJA1-5U recognises and reproduces the sounds of Japanese	LJA2-5U recognises pronunciation and intonation patterns of Japanese	LJA3-5U applies key features of Japanese pronunciation and intonation	LJA4-5U applies Japanese pronunciation and intonation patterns	LJA5-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJAe-6U recognises written Japanese	LJA1-6U recognises basic Japanese writing conventions	LJA2-6U demonstrates understanding of basic Japanese writing conventions	LJA3-6U applies basic Japanese writing conventions	LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions	LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJAe-7U recognises the difference between statements, questions and commands in Japanese	LJA1-7U recognises Japanese language patterns in statements, questions and commands	LJA2-7U demonstrates understanding of elements of Japanese grammar in familiar language patterns	LJA3-7U demonstrates understanding of Japanese grammatical structures	LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas	LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning
LJAe-8U recognises that there are different kinds of texts	LJA1-8U recognises features of familiar texts	LJA2-8U demonstrates an awareness of how familiar texts are structured	LJA3-8U recognises how texts and language use vary according to context and purpose	LJA4-8U identifies variations in linguistic and structural features of texts	LJA5-8U analyses linguistic, structural and cultural features in a range of texts

Objective The role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity					
Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
LJAe-9U recognises other languages and cultures in their immediate environment and the world	LJA1-9U recognises similarities and differences in communication across cultures	LJA2-9U recognises how terms and expressions reflect aspects of culture	LJA3-9U makes connections between cultural practices and language use	LJA4-9U identifies that language use reflects cultural ideas, values and beliefs	LJA5-9U explains and reflects on the interrelationship between language, culture and identity

Stage Statements

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

Prior-to-school Learning

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The *Early Years Learning Framework for Australia* describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The *Early Years Learning Framework for Australia* has five Learning Outcomes that reflect contemporary theories and research evidence about children's learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

Early Stage 1

By the end of Early Stage 1, students interact in Japanese with their peers and teacher through action-related talk and play-based activities. They exchange greetings and respond to simple instructions, question cues and spoken and visual texts with actions, gestures, single words or phrases, including formulaic phrases. They participate in shared listening or viewing of texts such as Big Book stories, using pictures and contextual clues to help make meaning, and responding through actions, gestures, drawing or singing. They identify keywords in spoken texts, such as names of people or objects, and match simple words to pictures, for example labelling classroom objects in Japanese and English. They compose their own spoken texts with teacher support, using scaffolds and visual support, such as photos, to convey simple information about themselves or their family.

Students recognise that Japanese sounds different to English, and mimic Japanese pronunciation, approximating sounds. They recognise the difference between statements, questions and commands. They understand that there are different kinds of texts, such as songs, labels and captions, and recognise Japanese in the written form. They understand that some Japanese and English words are similar. They understand that Japanese is used in Japan and other places in the world, and explore different languages that are used by their peers or family, or in their local community. Students have a growing awareness of the culture of Japanese-speaking communities, and identify some Japanese cultural practices that are similar or different to their own.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Japanese with their peers and teacher by exchanging greetings, responding to questions and instructions and taking turns in class activities. They identify keywords and specific information in simple spoken and visual texts, and share information, using illustrations and gestures to support meaning. They compose simple spoken and visual texts, using illustrations and actions, and create bilingual word lists and labels for the classroom.

Students use features of the Japanese sound system, including pitch, accent, rhythm and intonation, and understand that the sounds of Japanese are represented in three different scripts. They identify the function of statements, questions and commands. They describe aspects of self and their family background, and their own prior learning and/or experience of Japanese.

Stage 1

By the end of Stage 1, students interact in Japanese with their peers and teacher to exchange greetings and simple information. They use Japanese in play-based learning contexts and classroom routines, using modelled language. They identify keywords and information in simple texts, such as charts, songs and rhymes, and respond to texts, using keywords, phrases, gestures, objects and other supports. They compose simple texts in Japanese using rehearsed language, and create bilingual labels and captions for objects and visual texts.

Students reproduce the sounds and rhythms of spoken Japanese, and understand that sounds are represented in three different scripts in Japanese. They recognise and copy some *hiragana* and a few high-frequency *kanji*, and identify language patterns in simple statements, questions and commands. They identify features of familiar texts, such as greeting cards, and variations in language use when greeting and addressing different people. They recognise that Japanese and English borrow words and expressions from each other and other languages. Students understand that the ways in which people use language reflect their culture, and relate to where and how they live and what is important to them. They reflect on similarities and differences between Japanese and their own language and culture.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Japanese with their peers and teacher to exchange personal information, and participate in classroom routines and guided activities by responding to questions, following instructions and seeking permission. They locate and organise key points of information from simple spoken, written, digital and visual texts, and respond to texts in English or by using modelled sentence structures in Japanese. They compose simple texts, using modelled language and illustrations to support meaning, and create simple bilingual texts in print or digital form, such as word lists, labels or captions for the classroom.

Students apply pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They write simple texts using *hiragana*, some *katakana* and familiar *kanji*, recognising parts of speech and basic word order in simple sentences. They reflect on the role of Japanese language and culture in their own lives.

Stage 2

By the end of Stage 2, students interact with others in Japanese to share information and participate in guided classroom activities that involve following instructions and collaborating with peers. They locate and classify information in texts, such as recipes or menus, and respond to texts, using modelled language and graphic, visual or digital supports. They compose texts in Japanese, using familiar words, formulaic expressions and modelled language, and create bilingual texts, such as descriptions and signs for the classroom.

Students recognise and reproduce pronunciation and intonation patterns, and identify sound–*hiragana* relationships. They write simple texts in *hiragana* and frequently used *kanji*, and identify basic elements of grammar in familiar language patterns. They recognise structure and language features in familiar texts, and variations in language use according to context and relationships between participants. They recognise frequently used loan words from English and other languages, comparing pronunciation. Students identify terms and expressions in Japanese that reflect cultural practices, and make comparisons with their own and other communities. They understand that ways of communicating and behaving reflect aspects of personal identity.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills, and knowledge and understanding of language and culture. They interact with others in Japanese to share information, experiences and feelings, and participate in tasks and activities that involve collaborative planning and simple transactions. They locate and organise information from spoken, written, digital and visual texts, and respond to texts, using English or modelled language in Japanese, in spoken, written and digital modes. They compose texts using formulaic expressions, modelled language and visual supports, and create bilingual texts such as signs or notices, digital picture dictionaries or word banks for the classroom and school community.

Students apply intonation and phrasing patterns of spoken Japanese, recognising that most *kanji* have more than one reading, and that pronunciation changes according to *kanji* compounds. They write texts by selecting and combining *hiragana*, *katakana* and familiar *kanji*, applying their knowledge of grammatical elements to describe actions, people and objects. They reflect on their experiences when interacting in Japanese and English-speaking contexts, identifying similarities and differences in language use and behaviours.

Stage 3

By the end of Stage 3, students interact with others in Japanese to exchange information and opinions. They engage in classroom activities and collaborate with peers to plan a group activity or shared event. They obtain and organise information from written, spoken and digital texts, using contextual and other clues to elicit meaning, and respond to texts in Japanese or English, using a range of formats. They compose informative and imaginative texts, linking ideas in a series of sentences, and using familiar modelled language and scaffolds. They create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community.

Students use key features of pronunciation and intonation, recognising the relationship between sounds, words and meaning. They recognise some single and whole word *katakana*, and write *hiragana* and familiar *kanji* in a single text, applying basic writing conventions. They recognise the systematic nature of Japanese grammar rules, and use basic grammatical structures to present information. They identify how texts vary according to purpose and context, and recognise variations in language use according to context and relationships between participants. They explore the influence of Japanese language and culture on other languages. Students describe aspects of their own identity, making comparisons between their own cultural practices and language use and those of Japanese-speaking communities, and considering how this affects intercultural communication.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills, and knowledge and understanding of language and culture. They initiate interactions in Japanese with others to exchange information, ideas and opinions, and collaborate with peers to make choices and arrangements, organise events and complete transactions. They locate and classify information from a range of written, spoken and digital texts, and respond to texts in Japanese or English, using a range of formats for different audiences. They compose informative and imaginative texts for a variety of purposes and audiences, and create bilingual texts and resources for their own language learning and the school community.

Students apply the Japanese sound system, including variations in tone, stress and phrasing. They use an increasing range of *kanji* in written texts, applying basic structures and features of Japanese grammar to present information and elaborate on meaning. They reflect on their experiences in Japanese and English-speaking contexts, discussing adjustments made when moving from English to Japanese and vice versa.

Stage 4

By the end of Stage 4, students interact with others in Japanese to exchange information and ideas on topics of interest, and engage in collaborative tasks and activities that involve making plans and arrangements. They identify main ideas and specific information in a range of written, spoken and digital texts, and respond in Japanese or English to information and ideas, in a range of formats for specific audiences. They compose informative and imaginative texts for different audiences, using a range of linguistic structures with the support of stimulus materials and modelled language, and create bilingual texts and learning resources for the classroom.

Students apply Japanese pronunciation and intonation patterns, including pitch, accent and rhythm, in a range of sentence types and vocabulary. They read and write *hiragana* and some *kanji*. They recognise elements of Japanese grammar, including the systematic nature of verb conjugation, and use features of Japanese grammatical structures and sentence patterns to convey information and ideas. They identify variations in linguistic and structural features in a range of texts, explaining how language use varies according to context and the relationship between participants.

Students examine how Japanese influences and is influenced by other languages and cultures, identifying borrowed words used in Japanese and English, and Japanese words and phrases that have emerged in response to new technology. They explore connections between language and culture in particular words, expressions and communicative behaviours, recognising values that are important in Japanese society. They share their reactions to intercultural experiences, considering how ways of communicating and expressing identity are shaped by the values and beliefs of a community.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Japanese with peers and known adults on a range of topics and experiences, and engage in collaborative tasks and activities that involve planning, negotiating and making decisions. They obtain and process information from a range of written, spoken and digital texts, and respond in Japanese or English to information and ideas on a variety of topics, events or experiences, using different modes of presentation for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

They apply Japanese pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They use *hiragana*, *katakana* and familiar *kanji* in simple texts, and elements of Japanese grammar and sentence structure to express ideas. They understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that Japanese has evolved and developed through different periods of influence and change, and how variations in Japanese language use reflect different levels of formality, authority and status. Students explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures. They reflect on how their own biography, including family origins, traditions and beliefs, has an impact on their sense of identity and ways of communicating.

Students with a background in Japanese

Students with a background in Japanese have more sophisticated communicative skills, and knowledge and understanding of language and culture. They interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, and engage in collaborative tasks and activities that involve negotiating, solving problems and justifying decisions. They access and evaluate information in a range of written, spoken and digital texts, and respond in Japanese to information, ideas and perspectives on a range of topics, events or experiences, using different presentation modes for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

They apply the Japanese sound system, explaining features, including variations in tone, stress and phrasing. They use an increasing range of *kanji* in texts, identifying the form and function of components in individual *kanji*. They apply their knowledge of Japanese grammar to organise and elaborate on ideas and opinions, and understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that Japanese has evolved and developed through different periods of influence and change, and how variations in Japanese language use reflect different levels of formality, authority and status. Students analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures. They reflect on how and why being a speaker of Japanese contributes to their sense of identity and is important to their Japanese cultural heritage.

Stage 5

By the end of Stage 5, students manipulate Japanese in sustained interactions with others to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or Japanese to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They create a range of bilingual texts and resources for the school and wider community.

Students apply pronunciation, intonation and phrasing patterns of spoken Japanese, recognising that most *kanji* have more than one reading and that pronunciation changes according to *kanji* compounds. They write texts comprising *hiragana*, *katakana* and familiar *kanji*, using knowledge of familiar *kanji* to predict the meaning of new vocabulary. They understand the systematic nature of Japanese grammatical forms, and use elements of grammar to express complex ideas. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience. They examine the impact of factors such as media, technology, globalisation and popular culture on Japanese.

Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose. They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in Japanese with others to share information, feelings, opinions, ideas and points of view. They participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems. They obtain, interpret and evaluate information, ideas and opinions from a range of texts, and respond to texts in Japanese or English, using different formats, for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply intonation and phrasing patterns in both formal and informal speech, selecting appropriate readings of familiar *kanji* in different compounds, and using their knowledge of familiar *kanji* to predict the meaning of unknown words. They use complex grammatical structures, including a variety of verb and adjective conjugations, to achieve sophistication in expression, and explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in Japanese-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs. They reflect on how their own identity both influences and is shaped by ways of communicating, thinking and behaving.

Students with a background in Japanese

Students with a background in Japanese have more sophisticated communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in Japanese with others to discuss ideas and points of view, and participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate. They analyse written and spoken texts to identify elements such as viewpoint, theme, stylistic devices, cultural influences and values. They respond in Japanese to information and ideas from different perspectives, using a range of formats for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, experimenting with genre, textual features and stylistic devices, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply the Japanese sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts. They use a wide range of *kanji* in written texts, and orthography to access a variety of vocabulary. They apply complex grammatical structures to enhance communication and achieve particular effects. They explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in Japanese-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students discuss how meanings vary according to cultural assumptions that Japanese and English speakers bring to interactions, and how mutual understanding can be achieved. They reflect on variations in their own language use and communicative and cultural behaviours in Japanese and English-speaking contexts.

Content

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.

In general, the examples of content in the *Communicating* strand are learning tasks (see glossary). Unlike form-focused language activities and exercises (see glossary), the learning tasks involve the achievement of a devised or actual goal or purpose. They provide opportunities to draw on existing language resources and to experiment with new forms in authentic or simulated contexts.

The content has been designed to accommodate a range of student entry points and a range of learners, some of whom may have significant prior learning, experience or background in Japanese.

In Kindergarten to Year 6, content has been developed for two broad student groups:

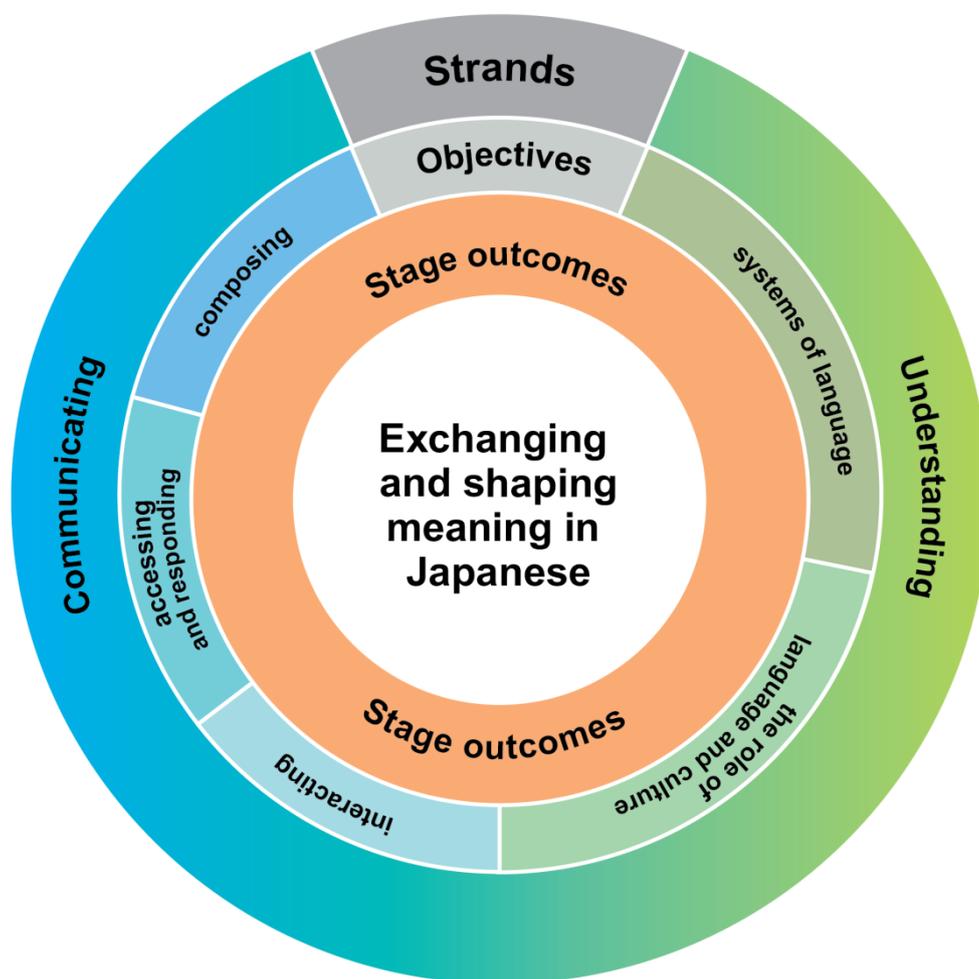
- students who are studying the language as second or additional language learners; and
- students who have prior learning and/or experience.

In Year 7 to Year 10, content has been developed and presented in four ways:

- students who are studying the language as second or additional language learners
- students who have prior learning and/or experience
- students who have experienced some or all of their formal school education in a Japanese-speaking environment
- students undertaking a course based on Life Skills outcomes and content.

Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.



Strands

The content of the syllabus is organised through the two interrelated strands of *Communicating* and *Understanding*, and related objectives and outcomes.

The strands reflect important aspects of language learning related to communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others.

Macro Skills

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the *Communicating* strand in the following way:

Interacting	Accessing and responding*	Composing
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	
Writing	Writing	

* The response to texts may be in English or Japanese depending on the outcome or content.

Listening, reading, speaking and writing skills are integral for students who are developing their acquisition of Japanese. For some students with disability, teachers will need to consider relevant and appropriate adjustments to listening, reading, speaking, writing and communication experiences within the context of the *Japanese K–10 Syllabus*.

The use of English

The target language is used wherever possible as the primary medium of interaction in both language-oriented and most content-oriented tasks.

English may be used for discussion, explanation or analysis and reflection, providing opportunities for students to develop metalanguage for sharing ideas about language, culture and experience.

Learning Across the Curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *NESA K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability ♻️

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *Japanese K–10 Syllabus* in the following ways.

Aboriginal and Torres Strait Islander Histories and Cultures

The study of languages provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, and to develop their understanding of concepts related to the linguistic landscape of Australia. Students explore the languages spoken in their immediate environment and identify local and other Aboriginal languages, off-Country Aboriginal languages and/or Torres Strait Islander languages. They examine cultural symbols and practices across languages, and ways in which people express their culture through traditional stories, songs, dance and crafts. By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse local Aboriginal communities and Torres Strait Islander communities.

When planning and programming content relating to Aboriginal histories and cultures and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the [Principles and Protocols](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of their local Aboriginal communities.

Asia and Australia's Engagement with Asia

Students learning Japanese can engage with rich content and contexts for developing their knowledge and understanding of Japanese-speaking societies and are provided with opportunities to make comparisons with other Asian societies, languages, cultures, values and beliefs. They have opportunities to learn to communicate and interact in Japanese in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Japanese and other Asian cultures. They are provided with opportunities to understand that there are Japanese-speaking communities in Japan, Australia and around the world, and that there is diversity within the Japanese language. They identify words and expressions that Japanese and English borrow from each other and other languages. They explore the impact on Japanese of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture. They develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students are provided with opportunities to learn how Australia is situated within the Asia region, and how Australia's linguistic and cultural identity is continuously evolving, both locally and within an international context.

Sustainability

Learning Japanese provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Japanese-speaking communities in Japan, Australia and the world. They engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, climate, conservation, linguistic and cultural ecologies, and change, both within Japanese language and culture, and across languages and cultures. Students develop their knowledge, understanding and skills about sustainability within particular cultural contexts. Through interacting with others, negotiating meaning and mutual understanding and reflecting on communication, they can learn to live and work in ways that are both productive and sustainable.

Critical and Creative Thinking

Students develop critical and creative thinking as they interact in Japanese with people and ideas from diverse backgrounds and perspectives. They participate in a range of collaborative tasks, activities and experiences that involve negotiating, solving problems and making decisions. Students obtain, interpret and organise information, ideas and perspectives from a range of texts, analysing aspects of Japanese language and culture and making comparisons with other languages and cultures. They develop skills in creative thinking when composing informative and imaginative texts in Japanese in different formats for a range of contexts, purposes and audiences.

Ethical Understanding

Students learning Japanese are encouraged to acknowledge and value difference in their interactions with others and to respect diverse ways of perceiving and acting in the world. They can apply their knowledge of ethics when using technology to communicate information. When collecting, interpreting and analysing information, ideas and research data related to aspects of language and culture in Japanese-speaking communities, students are provided with opportunities to learn about ethical procedures for investigating and working with people and places. As they develop their knowledge and understanding of the language, culture, beliefs, values and attitudes of Japanese-speaking, their own and other communities, students become more aware of their own roles and responsibilities as citizens.

Information and Communication Technology Capability

Accessing live Japanese environments and texts via digital media contributes to the development of students' ICT capabilities as well as linguistic and cultural knowledge, and extends the boundaries of the classroom. Students are provided with opportunities to maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students Interact with Japanese speakers in digital environments, and access multimodal resources, digital environments and technologies to enhance their learning. They engage with digital and multimodal texts to obtain, interpret, reorganise and present information, opinions and ideas. They use word-processing skills to produce written texts in *hiragana*, *katakana* and *kanji*. They create informative and imaginative texts in digital formats, using text, sound and images, and produce bilingual resources, such as digital displays or websites, for the school community.

Intercultural Understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Learning languages can enable students to develop their intercultural understanding as they learn to value their own language(s), culture(s) and beliefs, and those of others. They are provided with opportunities to understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students are encouraged to reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect. Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Students learning Japanese are provided with opportunities to understand that language develops and operates in a sociocultural context. They are encouraged to make connections between social and cultural practices and language use, identifying culture-specific terms and expressions in Japanese and making comparisons with other languages and cultures. They examine differences in language use and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants. Students are provided with opportunities to understand how cultural identity influences ways of communicating, thinking and behaving. They reflect on their experiences when interacting in Japanese and English-speaking contexts, considering adjustments made and how this affects intercultural communication.

Literacy

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of Japanese develops students' understanding of how languages work as systems, thereby enhancing literacy and language skills in Japanese, as well as English. For background speakers of Japanese, the knowledge, understanding and skills which students develop through learning their first language also support and enhance the development of literacy in English.

Students learning Japanese can make connections between spoken language and Japanese *hiragana*, *katakana* and *kanji*. They engage with Japanese texts, using their knowledge of *kanji* to predict the meaning of new words, and compose texts comprising *hiragana*, *katakana* and familiar *kanji*. They are encouraged to use metalanguage to describe linguistic structures and features in texts, recognising that grammatical concepts serve particular functions and represent part of the system of language.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts, explaining textual structure and linguistic features and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose informative and imaginative texts in different formats for a range of audiences, purposes and contexts, applying their knowledge of grammatical structures, word order and sentence construction. Students create bilingual texts and resources for the school and wider community, making comparisons between Japanese and English textual features, and linguistic and cultural elements.

Numeracy

Students develop numeracy capability as they communicate in Japanese in everyday situations. They use Japanese numbers for counting and measuring, understanding and using *kanji* in written texts. They role-play shopping situations in class, negotiating details such as size, quantity and price, and using currency exchange rates to complete transactions. They use expressions of time to sequence events, and create calendars to share information about class routines, birthdays, including zodiac signs, and Japanese events and celebrations. They interpret data and statistics from multimodal sources, and construct tables, charts, graphs and diagrams to present information.

Personal and Social Capability

Students develop personal and social capability as they interact with Japanese speakers in culturally appropriate ways in a range of contexts and situations, developing understanding of the importance of communicating in a respectful manner. They participate in shared tasks and activities that involve planning, negotiating, and making decisions and arrangements. They work both collaboratively and independently, engaging with Japanese texts and resources to obtain, interpret and evaluate information, and creating their own informative and imaginative texts to express their ideas, opinions and beliefs.

Students explore connections between Japanese language and culture in particular words, expressions and communicative behaviours, recognising and empathising with values that are important to Japanese-speaking communities. They are provided with opportunities to understand that people view and experience the world in different ways, and reflect on their own heritage, values, culture and identity.

Civics and Citizenship

As students engage in learning Japanese, they develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens.

Students are provided with opportunities to understand the concept of community identity within the context of multicultural Australia. They explore the diversity of identities and cultural perspectives within Japanese-speaking and other Australian communities and the diverse ways in which individuals and communities may express their cultures and identities in Australian society.

Students examine the importance of tradition to a sense of community and national identity, and explore the impact of social, cultural and intercultural influences on Japanese language and culture, such as media, technology, globalisation and popular culture. They can appreciate the richness of Japanese language and culture, and the significant social, economic and cultural contributions of Japanese-speaking communities to Australian society and the world.

Difference and Diversity †

Through their learning of Japanese, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students are provided with opportunities to learn about diverse values, attitudes, customs and traditions in Japanese-speaking communities, as well as characteristics that are common to their own and other communities. They communicate in Japanese in diverse contexts, developing understanding of the importance of using culturally appropriate language and behaviour.

The study of Japanese fosters the ideals of respect for others and appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students develop their understanding of issues such as age, beliefs, gender, disability, language and ethnicity, and their appreciation of ways in which diversity contributes to a deeper sense of community and national identity.

Work and Enterprise ★

Students need to be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. Through their study of Japanese, students learn about the living and working conditions of Japanese-speaking communities, and are provided with opportunities to understand the impact of social, economic and technological developments. Students learning Japanese develop skills in communication, collaboration, negotiation and problem-solving that can equip them for participation in a range of work settings, and can enable them to become more effective and valuable members of the workforce. The ability to communicate in Japanese broadens future employment opportunities for students in an increasingly globalised world.

Content for Early Stage 1

Communicating

Interacting

Outcome

A student:

- › interacts in simple exchanges in Japanese LJAe-1C

Content

Students:

- exchange greetings, for example: (ACLJAC109) 🌐 🗣️
 - introducing self, using culturally appropriate gestures 🌐 🗣️
 - greeting others at different times of the day outside and inside the classroom, eg
こんにちは、こんばんは、さようなら、おやすみなさい 🗣️
 - encouraging peers to say thank you when receiving worksheets, eg
ありがとうございます。 🗣️
 - understanding differences between greeting a teacher/parents and peers, eg
おはよう・おはようございます 🌐 🗣️
- participate in classroom routines and follow simple instructions, for example: (ACLJAC110) 🗣️
 - participating in classroom routines, eg opening and closing lessons 🗣️
 - counting down in Japanese using hand gestures before and after activities 🗣️
 - following simple classroom instructions, eg みてください、きいてください、しずかに、
すわってください、たってください 🗣️

Content for students with prior learning and/or experience

Students:

- interact with teacher and peers by exchanging information, for example: 🌟 🌟
 - talking about what they like and dislike, eg ～がすきです。 🌟 🌟
 - sharing personal information about themselves and their family 🌟 🌟
 - sharing details about their weekend with their peers and teacher, using simple sentences 🌟 🌟
 - describing an object of interest such as a toy or a pet and responding to questions, eg いぬです。くろいです。（いぬのなまえはなんですか。） 🌟 🌟
 - understanding the difference between language used at home and at school 🌟 🌟

- participate in classroom activities by responding to instructions and taking turns, for example: 🌟 🌟
 - learning the rules of a new game, eg Japanese Hopscotch（けんけんぱ）, What's the time Mr Wolf?（おおかみさん、いまなんじですか?）, Hide and seek（かくれんぼ）、じゃんけんぽん あっちむいてホイ and deciding who will be 'it', eg おに, who will be 'hiding' and how the game is won, eg 勝ち、まけ 🌟 🌟
 - taking part in a simple experiment involving observation, using expressions, eg みえます、みえません、つめたいです、あたたかいです 🌟 🌟

Communicating

Accessing and Responding

Outcomes

A student:

- › engages with Japanese texts LJA e-2C
- › responds to spoken and visual texts LJAE-3C

Content

Students:

- participate in shared listening and viewing activities, for example: (ACLJAC114) 🗣️ 📺
 - listening to songs with visual images that involve onomatopoeic sounds and discussing them 🗣️
 - singing songs with actions, eg ひげじいさん、ちいさなはたけ、き 🗣️ 📺
 - following picture book stories or interactive digital texts 🗣️
- respond to simple or familiar stories, songs and rhymes through actions, drawing or singing, for example: (ACLJAC114) 🗣️ 🗣️
 - singing and responding to songs with actions, eg ひげじいさん、ちいさなはたけ、きらきらぼし 🗣️ 🗣️
 - listening to onomatopoeic sounds and drawing pictures to show how they felt when listening, eg びゅんびゅん、わんわん、ぼたぼた 🗣️
 - following familiar stories and responding to questions in English or in Japanese, eg Who is this? What is this? What did you like about this story? (だれですか。なんですか。) 🗣️ 🗣️

Content for students with prior learning and/or experience

Students:

- identify keywords and specific information in simple spoken and visual texts, for example: 🗣️ 🗣️
 - listening to and viewing picture books and familiar multimodal stories and responding appropriately to questions to demonstrate comprehension, eg つぎはなにがおこるとおもいますか。、このひとはどんなひとですか。、この人とともだちになりたいですか。 🗣️ 🗣️
- share information from texts, using illustrations and gestures to support meaning, for example: 🗣️
 - drawing a picture and explaining it, using gestures to support understanding 🗣️ 🗣️
 - completing illustrations for a storyboard by drawing a picture of the main character, after listening to and viewing picture books and familiar multimodal stories 🗣️ 🗣️
 - re-enacting a familiar story, eg using expressions むかしむかしあるところに・・・、これは～です。 🗣️ 🗣️

Communicating

Composing

Outcome

A student:

- › composes texts in Japanese using visual supports and other scaffolds LJAe-4C

Content

Students:

- describe objects in Japanese using visual supports, for example: (ACLJAC115) 🌟📖
 - describing size and colour of objects around the classroom/school, eg おおきい、ちいさい、あかい、あおい 🌟📖
 - describing verbally what they saw on an excursion, using pictures, simple adjectives and nouns and then drawing pictures 🌟📖
 - responding to question words, eg これはおおきいですか。チョコレートはすきですか。 📖
- label objects and images in Japanese, for example: (ACLJAC117) 📖
 - drawing classroom objects using digital technology, for use as labels in the classroom and around the school, eg きょうしつ、まど、つくえ、いす 🌟📖📖
 - cutting and pasting words to label an image, eg food items or animals 🌟📖
 - assigning labels to a photo, eg family members 📖

Content for students with prior learning and/or experience

Students:

- compose simple texts using illustrations and actions to support meaning, for example: 🌟📖
 - composing and performing simple action chants or repetitive raps 🌟📖
 - composing a spoken text based on a visual prompt, eg a picture 🌟📖
 - creating a calendar 🌟📖
- create bilingual word lists and labels for the classroom, for example: 🌟📖
 - labelling classroom objects in Japanese and English 📖
 - creating a bilingual picture dictionary 🌟📖
 - making a class word wall or display of an event, eg a sports day or school concert (eg げつよ
うびははれです。あしたは うんどうかいです。) 🌟📖

Understanding

Systems of Language

Outcomes

A student:

- › recognises spoken Japanese LJAe-5U
- › recognises written Japanese LJAe-6U
- › recognises the difference between statements, questions and commands in Japanese LJAe-7U
- › recognises that there are different kinds of texts LJAe-8U

Content

Students:

- recognise the sounds of Japanese, for example: (ACLJAU120)
 - recognising the concept that one *kana* represents a basic unit of a Japanese sound
 - learning the rhythm of Japanese
 - practising the sounds of Japanese by singing the あいうえお *hiragana* song
 - noticing that statements and questions have different intonation patterns
- recognise that Japanese and English are written differently, for example:
 - tracing *hiragana* and learning about stroke order
 - tracing their name in *katakana*
- recognise the structure of statements, questions and commands in Japanese, for example: (ACLJAU122)
 - recognising basic word order, eg adjective/noun です。
 - recognising requests such as たってください。すわってください。
 - recognising questions ending with か
 - indicating affirmative and negative responses, using はい and いいえ
- understand that some Japanese and English words are similar, for example: (ACLJAU125)
 - comparing pronunciation and intonation of Japanese loan words with English pronunciation and vice versa, eg koala (コアラ), icecream (アイスクリーム), *sushi*, *karate*
- understand that language is organised as ‘text’, for example: (ACLJAU123)
 - understanding that texts can be spoken, written, digital, visual or multimodal and can be short or long
 - recognising that Japanese can be written vertically or horizontally
 - naming familiar texts, eg a story, rhyme, song or conversation

Content for students with prior learning and/or experience

Students:

- recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation, for example: 🗣️
 - recognising pitch, accent, rhythm and intonation when listening to stories 🗣️
 - accurately pronouncing all combinations of *hiragana* and *katakana*, including voiced and unvoiced forms and all combined sounds (contractions and blends) 🗣️
 - understanding that the sounds of *hiragana* and *katakana* are identical even though the associated scripts are different 🗣️

- recognise that the sounds of Japanese are represented in three scripts, for example: 🗣️
 - tracing and copying *hiragana* and their name in *katakana* 🗣️
 - understanding that *katakana* is used for foreign words, eg テレビ、ペン、マーカー 🗣️
 - understanding that every *kanji* has meaning 🗣️
 - making pictograms for *kanji* 🗣️

- identify the function of statements, questions and commands in Japanese, for example: 🗣️
 - understanding basic word order in statements using particles, eg __がすきです。__は Adj です。 __にいきます。 🗣️
 - recognising requests such as たってください。すわってください。 🗣️
 - asking questions using か 🗣️
 - understanding different question words such as だれ、なに、どこ and the sentence-ending particle か 🗣️

Understanding

The Role of Language and Culture

Outcome

A student:

- › recognises other languages and cultures in their immediate environment and the world LJAe-9U

Content

Students:

- understand that Japanese is one of the many languages spoken in Australia, for example: (ACLJAU143) 🌐🌐🌐
 - discussing where students have heard Japanese spoken, such as Japanese restaurants, supermarkets, audio books or radio 🌐🌐🌐
 - identifying local Aboriginal languages 🌐🌐🌐
 - discussing why there are different languages spoken by their peers 🌐🌐🌐🌐
 - creating a data display of the different languages represented in the class 🌐🌐🌐🌐
- recognise that there are cultural practices that differ from their own, for example: (ACLJAC118) 🌐🌐
 - discussing cultural backgrounds of peers and their families, and sharing knowledge of own cultural background 🌐🌐🌐🌐
 - sharing knowledge about celebrations in their own culture, and making comparisons with celebrations in Japanese-speaking and other communities, including Aboriginal and Torres Strait Islander communities 🌐🌐🌐🌐

Content for students with prior learning and/or experience

Students:

- describe aspects of self and their family background, for example: 🌐🌐🌐🌐
 - creating a personal profile, using drawings, images or photos, including where their family is from, who speaks Japanese and/or other languages or dialects at home 🌐🌐🌐
 - discussing elements of Japanese identity, eg animal signs 🌐🌐🌐

Content for Stage 1

Communicating

Interacting

Outcome

A student:

- › participates in classroom interactions and play-based learning activities in Japanese LJA1-1C

Content

Students:

- interact with teacher and peers to exchange greetings and information, for example: (ACLJAC109) 🌐 🗣️
 - using appropriate greetings at occasions, eg ‘Grandparents’ Day’ or when visiting the principal’s office, eg おはよう and おじいさん、おばあさん おはようございます 🌐 🗣️
 - introducing self to students from other classes learning Japanese, eg はじめまして。ぼく・わたしは__です。どうぞよろしく。🌐 🗣️
 - dressing up as different persona in different contexts and performing a mini role-play, eg between teacher and students at school in the morning (おはよう・おはようございます), parents and child before going to school (おかえりなさい、ただいま、行ってらっしゃい、ってきます), same aged friends at lunch, different aged friends 🌐 🗣️
- participate in classroom routines and activities, for example: (ACLJAC110, ACLJAC111) 🌐 🗣️ 🎮
 - engaging in classroom routines, eg すわって、たって、ノートをひらいて、みて 🗣️
 - using ‘backchannelling’ when participating in conversations to show engagement as a listener, eg ああ、そうです、へー、え？ 🗣️
 - playing じゃんけんぽん and using it in interactions, eg when taking turns 🗣️
 - participating in games and activities that involve guessing, matching and choosing objects, such as Bingo, Snap or Go Fish, using modelled questions and responses, eg うさぎ です か。はい/いいえ。はい、うさぎ です。いいえ、うさぎじゃないです。🗣️
 - using formulaic phrases related to playing games, eg つぎ、はい！、かった、まけた、ざんねん、あたり、はずれ 🗣️
 - using rehearsed language to collaborate in craft activities, eg のりをください。はい、どうぞ。🌐 🗣️

Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to exchange personal information, for example: 🌟 🌟
 - introducing self to peers, students from older grades or different schools 🌟
 - initiating a conversation with a student from another class, eg ジョンくん すみません 🌟 🗣️ 🌟
 - introducing peers to a new student or visitor to the school, eg アナさんです、わたしの
ともだちです。 🌟 🗣️ 🌟
 - receiving praise and expressing gratitude, eg (よくできました。) ありがとうございます。 🌟 🌟
- participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission, for example: 🌟 🌟
 - following classroom instructions and routines 🌟
 - participating in contemporary or traditional games such as ‘memory’ or ‘あやとり’, asking questions or making requests, eg だれのぼんですか。 or とってください, ‘ 🌟 🌟
 - discussing experiences, such as an excursion or a sports carnival 🌟
 - asking for permission, eg to go to the bathroom, to have a drink of water, eg using ~てもいいですか。 🌟

Communicating

Accessing and Responding

Outcomes

A student:

- › identifies keywords and information in simple texts LJA1-2C
- › responds to texts using a range of supports LJA1-3C

Content

Students:

- locate specific items of information in texts, such as charts, songs, rhymes or lists, for example: (ACLJAC112, ACLJAC114) 🗦️ 🗦️
 - recognising some *hiragana* or whole words in familiar contexts, eg labels, titles or posters 🗦️
 - listening for keywords in stories, rhymes or songs, eg names of characters, colours, numbers 🗦️ 🗦️
 - listening to descriptions of family members and identifying names and ages in a family tree 🗦️
 - recognising their name written in *katakana* on the class list of names 🗦️
- respond to texts using keywords or phrases in English or Japanese, or gestures, drawings and other supports, for example: (ACLJAC113) 🗦️ 🗦️
 - drawing a picture from the descriptions provided in a spoken text 🗦️
 - demonstrating understanding of questions by responding, using gestures, はい・いいえ, or pointing to pictures 🗦️
 - completing a storyboard with corresponding pictures after listening to familiar storybooks read in Japanese 🗦️ 🗦️
 - responding to games with actions, eg the Japanese version of ‘Simon says’ 「__せんせいがいいました。てはあたま」 🗦️ 🗦️
 - responding to information used in guided activities, eg drawing, building or making 🗦️ 🗦️

Content for students with prior learning and/or experience

Students:

- locate and organise key points of information from simple spoken, written, digital and visual texts, for example: 🌟👉
 - sequencing images, eg *manga*, and connecting the images, using appropriate conjunctions (eg そのまえに、だから、そのあと、でも) 🌟👉
 - participating in guided activities, eg drawing a picture from the descriptions provided in a spoken text 👉
 - listing items to be purchased based on a conversation about shopping, by identifying the items to be purchased 🌟👉
 - using a calendar to share knowledge about the dates for upcoming celebrations or events, eg birthdays, 'Grandparents' Day', school terms and sports days 🌟👉

- respond to texts using English, or modelled sentence structures in Japanese, or illustrations to support meaning, for example: 🌟👉
 - labelling a series of related and unrelated visuals, eg ぞうはおおきいです。and これはぞうです。りんごがすきです。だから、まいにち りんごを たべます。 👉
 - responding to a survey of their peers about a topic of interest, eg using expressions such as ~は~がすきです、~はいぬをかっています。 🌟👉
 - selecting images and texts from magazines, newspapers and brochures about Japanese culture, such as Japanese food, to illustrate key ideas 🌟👉
 - responding to spoken texts through play-acting, illustrating or movement 🌟👉
 - using illustrations to respond to a classroom presentation about a Japanese cultural event such as 子供の日 🌟👉
 - responding to a Japanese version of a familiar children's story or folktale and re-enacting the plot using puppets, props or actions 🌟👉

Communicating

Composing

Outcome

A student:

- › composes texts in Japanese using rehearsed language LJA1-4C

Content

Students:

- compose simple texts using familiar words, phrases and patterns, for example: (ACLJAC115) ✨ 📱
 - retelling short stories with puppets, props or actions after multimodal input, eg watching videos or picture books such as *さんびきのこぶた* and *ももたろう* ✨ 📱
 - creating Mothers' Day/Fathers' Day cards, eg *おとうさん、おかあさんへ、いつもありがとう。～へ、__より* ✨ 📱
 - creating digital texts, using pictures and captions ✨ 📱 🖥️
 - creating speech bubbles for a character illustration, eg for greetings, self-introduction, expressing likes and dislikes ✨ 📱
- label objects and caption visual texts, for example: (ACLJAC117) ✨ 📱
 - creating bilingual labels for classroom objects, places around the school or items around the house ✨ 📱
 - creating sets of word cards in English and Japanese, and playing matching games, eg Memory or Snap ✨ 📱
 - creating an illustrated Japanese dictionary ✨ 📱
 - writing parallel captions in Japanese and English for a photographic display of a class event, eg a sports carnival or pets' day, or about a topic such as caring for the school environment ✨ 📱

Content for students with prior learning and/or experience

Students:

- compose simple texts using modelled sentence structures and illustrations to support meaning, for example: ✨ 📱
 - writing and making cards, eg Mothers' Day and Fathers' Day ✨ 📱
 - creating *えにつき* (recount with drawings) to share with the class ✨ 📱
 - describing family members to peers, using photographs from home ✨ 📱
 - creating/re-creating simple songs, poems and rhymes, using spoken and written language as well as non-verbal forms of support, eg clapping, gestures and facial expressions ✨ 📱

- create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom, for example: 🛠️📖
 - making a poster of classroom rules in English and *hiragana* 🛠️📖
 - creating a bilingual dictionary with English words and their *hiragana* equivalents, eg my classroom, our school, what I like to eat 🛠️📖
 - producing a simple multimodal text that describes or labels images, eg ぞうはおおきいです、これはいちごです、このひとはデービットです、ケーキをたべました。 🛠️📖

Understanding

Systems of Language

Outcomes

A student:

- › recognises and reproduces the sounds of Japanese LJA1-5U
- › recognises basic Japanese writing conventions LJA1-6U
- › recognises Japanese language patterns in statements, questions and commands LJA1-7U
- › recognises features of familiar texts LJA1-8U

Content

Students:

- recognise the sounds and rhythms of spoken Japanese, for example: (ACLJAU120)
 - participating in a syllable clapping game to learn the rhythm of Japanese
 - playing the *karuta* game in groups, using あいうえお cards
 - singing the あいうえお song to recognise sounds of spoken Japanese
 - practising the different intonation of statements and questions, eg comparing おげんきですか。 with げんきです。
 - pronouncing names in English and Japanese
 - recognising *hiragana* sounds by pointing at symbols on the *hiragana* chart
 - understanding the system of basic Japanese sound combinations, that is, a vowel can be attached to most consonants to produce a *kana*
- recognise and copy some *hiragana* and a few high-frequency *kanji*, for example: (ACLJAU121)
 - understanding that the Japanese language uses three different scripts depending on word origins and the context of language use
 - understanding that one *kana* represents a basic unit of Japanese sound
 - rearranging *hiragana* characters from あ〜ん in groups
 - recognising some *hiragana*, using supports such as mnemonic clues
 - identifying known *hiragana* within a word, and using it to predict the meaning
 - tracing and copying their own name in *katakana* or *hiragana* with attention to stroke order and direction
 - understanding that each individual *kanji* represents meaning as well as sounds, eg 日(ひ)、日(び)、日(にち), whereas one *kana* or one letter of the English alphabet does not represent individual meaning
 - recognising some *kanji*, eg numbers and pictographs, eg 山、川、口、上

- understand basic Japanese sentence structure and recognise some key elements of Japanese grammar, for example: (ACLJAU122) 🗨️
 - identifying gender-specific pronouns わたし and ぼく 🗨️
 - understanding the use of common suffixes, eg さん or くん or titles, eg せんせい to address and refer to other people, eg Luke くん and White せんせい 🗨️
 - understanding basic word order in simple sentences, eg noun がすきです。りんごがすきです。 , adjective + noun です。 おおきいいぬです。 🗨️
 - understanding how to specify items using the possessive particle の, eg わたしのかぞく、Sarah さんのほん、おばあさんのいえ 🗨️
 - referring to numbers of things, using cardinal numbers 0 to100: 一(いち)、二(に)、三(さん) ... 🗨️📄
 - learning to describe the colour, eg あおです。 size, eg おおきいです。 and shape, eg まるです。 of things 🗨️
 - understanding different question words, eg だれ、なに、どこ、どれ and the sentence-ending particle か 🗨️
 - recognising and responding to a request, using the verb ください, eg きいてください。 , すわってください。 🗨️
 - indicating affirmative and negative responses, using はい and いいえ 🗨️
 - using some culturally specific parallel phrases related to giving and receiving, eg どうぞ and ありがとう 🗨️
 - learning to use common onomatopoeia, eg ぺこぺこ and わんわん 🗨️
 - building vocabulary to describe and label familiar objects and immediate environments 🗨️
 - recognising and/or using particles, eg は、の 🗨️
 - recognising and/or using pronouns, eg ここ、これ 🗨️
- recognise that Japanese and English borrow words and expressions from each other and other languages, for example: (ACLJAU125) 🗨️✳️
 - recognising English loan words in Japanese, and matching words with pictures, eg テレビ、ペン、コンピューター、マーカー 🗨️
 - noticing that languages borrow words from one another, and that both Japanese and Australian English include many words and expressions from other languages 🗨️✳️
 - recognising that Japanese uses many loan words from other languages, eg ペン、テレビ、ピンク、 and that these are pronounced differently by Japanese speakers 🗨️✳️
- understand that there are different types of text with particular features, for example: (ACLJAU123) 🗨️
 - understanding texts as different forms of communication that are spoken, written, digital or visual, and recognising that they can be very short, eg たって or much longer, eg たってください。 🗨️
 - recognising that different types of texts have different features, eg repetition and rhythm in action songs and chants 🗨️

- beginning to use metalanguage to talk about texts, identifying and naming familiar types of texts, eg 'story', 'list', 'song', 'rhyme' and 'tongue twister', and describing features, eg stories usually have a story starter (むかしむかし), while songs usually have rhyming and the repetition of words 🗨️
- noticing how texts, such as storybooks, are sequenced and organised, eg by identifying the main title and the connections between pictures and text 🗨️

Content for students with prior learning and/or experience

Students:

- apply Japanese pronunciation and intonation patterns, including pronunciation of loan words and punctuation, for example: 🗨️
 - comparing pronunciation of *katakana* words in Japanese and English 🗨️
 - understanding the *katakana* long vowel mark 🗨️
 - participating in shared reading with the teacher or recording text, with particular focus on questions, commas and full stops 🗨️
- recognise and use *hiragana*, some *katakana* and familiar *kanji* in simple texts, for example: 🗨️
 - learning to use high-frequency *kanji*, eg numbers, days of the week, family members, applying basic principles of stroke order 🗨️
 - understanding that *kanji* are derived from Chinese characters, and that *hiragana* was formed by simplifying the form of *kanji*, while *katakana* was formed using a part of *kanji* 🗨️
 - understanding that each individual *kanji* represents meaning as well as sound, eg by making pictograms 🗨️
 - understanding the use of *furigana* as a tool to support reading 🗨️
 - tracing and copying *hiragana*, *katakana* and *kanji* 🗨️
 - participating in games to learn *hiragana*, *katakana* and *kanji*, eg matching games, Snap 🗨️
 - making pictograms 🗨️
- recognise parts of speech and understand basic rules of word order in simple sentences, for example: 🗨️
 - developing metalanguage for communicating about language, using terms such as 'noun', 'verb', 'adjective' 🗨️
 - understanding the role of Japanese particles, eg と、は、を、に 🗨️
 - understanding how to use い and な adjectives in basic sentences 🗨️
 - creating cohesion and flow using conjunctions, eg そして、それから、そのあと、でも、だから 🗨️
 - comparing basic punctuation marks, such as full stop, comma, speech mark, question mark and question marker か 🗨️
 - distinguishing the difference between polite form and plain form 🗨️
 - expressing needs and wants, eg ~たい、ほしい 🗨️
 - using interrogative pronouns, eg だれの、どこ 🗨️
 - using counters for people, eg ひとり、ふたり、さんにん 🗨️
 - using verbs, eg ~にいきました。~をみました。~をたべました 🗨️
 - using emotive words, eg たのしい、おもしろい、かなしい 🗨️
 - using past tense of i-adjectives ~かったです。and na-adjectives でした。 🗨️
 - using past tense of verbs ~ました。~ませんでした。 🗨️

- using ～て form of the verb, for example ～をたべて、～をして。 🗨️
- using conjunctions, eg そのまえに、だから、でも、そして、それから、そのあと 🗨️
- giving and not giving permission ～てもいいです。～てはいけません。 🗨️

Understanding

The Role of Language and Culture

Outcome

A student:

- › recognises similarities and differences in communication across cultures LJA1-9U

Content

Students:

- recognise that the ways of greeting and addressing others vary in different cultural and social contexts, for example: (ACLJAU124) 🌐👉
 - exploring how language is used differently in Japanese to reflect different relationships, eg parent–child exchanges おはよう、いってらっしゃい、いってきます、ただいま、おかえり, communication with peers なに？, and teacher–child interactions なんですか。 🌐👉
 - understanding that language use varies according to the context and situation, eg こんにちは。 and もしもし。 👉
 - understanding that language forms such as greetings vary according to the time of day or the occasion, eg おはよう、こんにちは、こんばんは 👉
 - understanding that language used in particular interactions can vary between cultural contexts, eg the use of titles in Japanese (～さん、～せんせい) compared to the informal use of names in Australian English 🌐👉
 - understanding that in conversations, older siblings are often referred to as おにいちゃん、おねえちゃん rather than by their name 🌐👉
- understand that language and culture are closely connected, for example (ACLJAU126): 🌐🌐🌐🌐
 - understanding that learning and using Japanese involves becoming familiar with some different ways of communicating, eg いただきます、ごちそうさま, and also some ways of thinking about things and behaving that may be unfamiliar 🌐🌐🌐🌐
 - noticing similarities and differences between classroom interactions in Japanese and English, for example, referring to the teacher using only せんせい 🌐🌐
 - understanding that culture and cultural behaviours are woven into languages and cannot be separated from them, eg it is possible to bow without a spoken greeting in Japanese but not to greet without bowing 🌐🌐🌐🌐
 - recognising ways in which people express their culture through music, dance, traditional stories, food, games and celebrations, eg おしょうがつ、日本むかしばなし、そうらんぶし、えんか 🌐🌐🌐🌐
 - exploring cultural symbols and practices through games and crafts 🌐🌐🌐
 - exploring the range of languages and cultures at school and in the local community, including local Aboriginal languages and cultures 🌐🌐🌐🌐

- identify what may look or feel similar or different to their own language and culture when interacting in Japanese, for example: (ACLJAC118, ACLJAC119) 🌐🌐✚
 - reflecting on what sounds, looks or feels similar or different to their own language and culture when interacting in Japanese 🌐🌐✚
 - comparing body gestures used to convey different messages 🌐🌐✚
 - comparing ways of thinking and behaving in similar contexts, eg eating or entering homes, between Japanese and other cultures 🌐🌐✚

Content for students with prior learning and/or experience

Students:

- reflect on the role of Japanese language and culture in their own lives, for example: 🌐🌐
 - exploring ways in which Japanese people express their culture through music, dance, traditional stories, food, games and celebrations 🇯🇵🌐🌐✚
 - recognising visible expressions of identity, eg flags, maps, traditional dress and landmarks 🇯🇵🌐🌐✚
 - discussing the role of Japanese language and culture in their own lives, eg participation in cultural events, food preferences or overseas travel 🌐🌐
 - recognising the appropriate context for using plain form, eg at home with family, and the appropriate context for using polite form, eg with the teacher 🌐🌐✚

Content for Stage 2

Communicating

Interacting

Outcome

A student:

- › interacts with others to share information and participate in classroom activities in Japanese LJA2-1C

Content

Students:

- interact with teacher and peers in guided exchanges, for example: (ACLJAC127) ✨ 🗨️
 - introducing self to class, using formal spoken language, eg はじめまして。どうぞよろしく。 , and appropriate non-verbal language, eg bowing 🙇 🗨️
 - interviewing peers and asking factual questions relating to concepts, eg time, place or number (eg なんじ、どこ), using formulaic structures and familiar expressions ✨ 🗨️
 - asking for help during pair/group activities or clarification at the end of a peer's speech 🗨️
 - showing interest in peers' stories and respect for others, eg by expressing praise or encouragement, using formulaic expressions, eg すごい、おもしろい、いいですね、そうですね 🗨️ 🗨️
 - exchanging information with Japanese-speaking students in a buddy class about self, friends, family or neighbourhood, using simple sentences, eg かぞくはなんにんですか。3人です。 ✨ 🗨️
 - communicating about weekend/holiday activities and shared experiences during in-class speech time, using past tense, eg place にいきました。 food をたべました。 ✨ 🗨️
- participate in activities with teacher support that involve following instructions and interacting with peers, for example: (ACLJAC128, ACLJAC129) ✨ 🗨️
 - responding to teacher instructions and participating in classroom routines, eg taking the roll (はい、います。いいえ、～さんはいません。), naming the months and days of the week and describing the weather (eg きょうは月よう日です。はれです。) ✨ 🗨️
 - following procedures to engage in an activity, eg learning a song, making a self-portrait, or doing *origami* ✨ 🗨️
 - participating in guided activities, eg group/pair language activities, games and sports, eg せんせい says, or the telephone game, ふくわらい、じゃんけんぽん、かごめかごめ、フルーツバスケット、玉入れ, playing a simple chasing game ✨ 🗨️
 - preparing, rehearsing and performing presentations, adapting and performing action songs for a school event, eg by changing lyrics (替え歌) based on modelled patterns, with appropriate gestures and actions ✨ 🗨️

Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to share information, experiences and feelings, for example: 🌟🎁
 - participating in shared blogs, exchanging information with students from a sister school, eg わたしはアンです。3ねんせいです。🌟📺👉🎁
 - discussing weekend/holiday activities and shared experiences, using conjunctions, eg そして、そのあと、そのまえに、それから、だから、でも, adjectives and verbs in the past tense 🌟🎁
 - sharing pictures and experiences relating to an actual or virtual trip to Japan, eg pictures of food, a house, garden, toys, sightseeing places and experiences 🌟🎁
 - describing an artwork to the class, using expressions, eg これは～です、～のえです、ここはみどりにしました、～からです 🌟👉
 - seeking feedback and reflecting on work, eg artwork, multimodal texts, oral presentations or speeches, using expressions, such as どうおもいますか。、どこがすきですか。🌟📺👉🎁
 - interacting with others to invite, congratulate or thank someone via email, letter or text message 🌟📺👉🎁

- participate in classroom activities and collaborative tasks that involve planning or simple transactions, for example: 🌟🎁
 - leading group/pair language activities, games and sports, eg reading out *karuta* cards for a class *karuta* activity, playing a simple ball game 🎁
 - following instructions for a craft activity, eg *origami* 🌟👉🎁
 - planning with peers to produce a publicity flyer for an upcoming cultural or sporting event, using digital media 🌟📺👉🎁
 - working collaboratively to plan and present a cultural item, eg celebrating a festive occasion by performing a song or dance for the school community 🌟🎁
 - working collaboratively to plan an artwork for their school or local playground 🌟🎁
 - participating in group activities and scenarios, eg buying food or goods or ordering a meal, and making requests in an appropriate way, (eg ラーメンにします、ラーメンをください) 🌟🎁
 - negotiating details in a transaction such as preferred size, quantity or price, and concluding the transaction with the exchange of currency 🌟🎁

Communicating

Accessing and Responding

Outcomes

A student:

- › locates and classifies information in texts LJA2-2C
- › responds to texts in a variety of ways LJA2-3C

Content

Students:

- obtain specific information from texts, for example: (ACLJAC130, ACLJAC132, ACLJAC134) ✨
 - viewing, listening or reading simple texts to locate key points of information and known phrases ✨ 📺
 - finding examples of Japanese language at home or in the community to create a class collection, display or digital database of terms related to menus, recipes, toys and gadgets 📺
 - matching pictures and captions to simple narratives 📺
 - using an information chart such as a scoreboard to obtain information, eg which team is the winner 勝ち、まけ、なんてんですか、5 なんです 📺 📊
- respond to texts using graphic, visual and digital supports, in English or Japanese, using simple statements, for example: (ACLJAC131) ✨ 📺 📺
 - reporting the findings of surveys on families, pets, likes and dislikes, sports or other activities, and using pictures or column graphs to display results ✨ 📺 📊
 - responding to simple questions about an *anime* ✨ 📺
 - selecting simple descriptive modelled statements to caption their own drawing of a character encountered in a Japanese story ✨ 📺 📺
 - labelling aspects of their daily routines, selecting captions or assigning word bubbles, including expressions of time, eg going to school in the morning with a clock displaying 八時 and the words いきます。 📺 📊

Content for students with prior learning and/or experience

Students:

- locate and organise information from spoken, written, digital and visual texts, for example: 🗨️ 📄 🖥️ 📱
 - recognising character traits or behaviours in texts, eg *anime*, *manga* and children’s stories that reflect Japanese culture and traditions 🗨️ 🌐 📱
 - identifying features of seasons and tracking the progress of seasonal weather changes on a map of Japan, eg reports of さくら、つゆ、こよう 🗨️
 - reordering and annotating visual representations of a process, eg following a recipe or conducting an experiment 🗨️ 📱
 - reading or viewing authentic print or digital texts, eg advertisements, catalogues, menus or packaging, to locate familiar *kanji*, and categorising information by type, shape, function, colour, target audience or capacity for recycling 🗨️ 🗑️ 🗨️

- respond in English or Japanese to texts, using spoken, written and digital modes, and models, for example: 🗨️ 📄 🖥️ 📱
 - listening to a report of an event, such as a festival or family celebration, and using a timeline to sequence elements 🗨️ 📄 🖥️
 - sequencing elements of cartoons or simple narratives, eg by creating a storyboard using pictures and captions 🗨️ 📱
 - conducting surveys or interviewing Japanese-speaking people in the community, eg 何年オーストラリアに住んでいますか。よく日本料理を食べますか。 and using graphs and charts to display results to the class 🗨️ 📱 📊
 - reading a picture book and writing a book review (かんそうぶん), using modelled language 🗨️ 📱

Communicating

Composing

Outcome

A student:

- › composes texts in Japanese using modelled language LJA2-4C

Content

Students:

- compose simple texts using familiar words, formulaic expressions and modelled language, for example: (ACLJAC133) 🌟📖
 - creating simple oral texts describing themselves, their interests, friends or family, using visual supports or objects 📖📖
 - describing orally or in writing imaginary characters, places or animals 🌟📖
 - creating action songs that involve repeated words or phrases, or re-creating simple songs and incorporating onomatopoeic sounds, eg ‘Old MacDonald Had a Farm’
(ゆかいなぼくじょう) 🌟📖
 - creating a word search for a buddy class on a topic of interest, eg pets, sports, food 🌟📖
- create bilingual texts for the classroom, such as descriptions and signs, for example: (ACLJAC135) 🌟📖
 - creating simple activities that involve alternating or combining repeated words or phrases in Japanese and English, eg verbs, questions words or months of the year 🌟📖
 - performing bilingual versions of familiar songs such as ‘If You’re Happy and You Know It’
(幸せなら手をたたこう), alternating between the two languages and switching keywords in repeated phrases 🌟📖
 - creating personal print or digital bilingual dictionaries that include visual cues and representations 📖📖
 - creating bilingual classroom posters that involve rules and common courtesy, using formulaic expressions and modelled language 🌟📖

Content for students with prior learning and/or experience

Students:

- compose texts using formulaic expressions, modelled language and visual supports, for example:
 - composing and illustrating simple narratives about a day in the life of an imaginary person, animal or fictional character, using digital media to share with peers and Japanese-speaking contacts, using both language and images to achieve particular effects
 - plotting a storyline, considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to engage the reader?
 - rewriting the ending of a familiar story, *anime* or *manga*
 - creating a cartoon story by adding captions to visuals

- create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community, for example:
 - producing a bilingual school map and bilingual signs (*hiragana/kanji/English*) for Japanese visitors
 - creating bilingual classroom posters that include rules and common courtesy, using some *kanji*, eg ~て+ はいけません。~て~はだめです。~て+ もいいです。
 - composing a bilingual invitation for community members to attend a school event
 - creating invitation cards in Japanese and English to invite parents and Japanese-speaking people in the community to a Japanese performance at school assembly or school events
 - creating a personal print or digital bilingual dictionary that includes visual cues and other graphics

Understanding

Systems of Language

Outcomes

A student:

- › recognises pronunciation and intonation patterns of Japanese LJA2-5U
- › demonstrates understanding of basic Japanese writing conventions LJA2-6U
- › demonstrates understanding of elements of Japanese grammar in familiar language patterns LJA2-7U
- › demonstrates an awareness of how familiar texts are structured LJA2-8U

Content

Students:

- reproduce pronunciation and intonation and recognise sound–*hiragana* relationships, for example: (ACLJAU138)
 - recognising that there are 19 distinct consonants in Japanese (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)
 - recognising that vowel length can differentiate words in Japanese, eg ‘e’ (え) for a picture and ‘ee’ (ええ) for ‘yeah’
 - learning how a repeated *hiragana* creates a long sound, that is, no sounding out of each *kana* ええ、かわいい、かっこいい (long vowels)
 - learning that a long sound is created by using ‘-’ in *katakana*, while a long sound is created in *hiragana* by repeating the same *kana*
 - understanding that a consonant followed by a vowel makes a long sound, とうきょう、ごちそうさま
 - identifying voiced sounds, eg かぞく
 - identifying blended sounds, eg きょう、でしよう、たって
 - recognising the sound system, and using *romaji* input method to type Japanese texts
 - recognising the differences in pronunciation between English and Japanese versions of loan words, eg バナナ、ペット、サッカー
- recognise and write *hiragana* and frequently used *kanji*, for example: (ACLJAU139)
 - recognising that Japanese has various printed fonts, and that handwritten forms of several characters differ from the printed versions in most fonts, eg き、さ、ふ、ら、り
 - learning how to use the character chart as a systematic framework for reading and writing
 - understanding that there is a stroke order for both *hiragana* and *kanji*
 - learning to read and write words using *hiragana*

- understand and identify elements of basic grammar and sentence structure, for example: (ACLJAU140) 🗨️
 - understanding concepts, eg noun, verb and adjective 🗨️
 - using the rules of Japanese sentence structure (subject + object + verb), eg すしをたべます。🗨️
 - recognising the use of particles, eg は、を、と、も、に 🗨️
 - recognising the use of が in formulaic expressions, eg 日本が大好きです。🗨️
 - describing people, animals, places and things, using adjective-noun phrases, eg 大きい目、かわいいねこ 🗨️
 - describing actions, using ます form of the verb, eg すしをたべます。日本にいきます。 🗨️
 - using rules for conjugating verbs, eg ～ます/～ません、～ましょう 🗨️
 - recognising that time and frequency indicators are followed by a verb, eg まいにち たべます。ときどき いきます。 🗨️
 - using past tense, eg (place) にいきました。(food) をたべました。 🗨️

- recognise that Japanese and English borrow words and expressions from each other and other languages, for example: (ACLJAU125) 🗨️
 - recognising frequently used *gairaigo*, eg オーストラリア 🗨️
 - recognising that English loan words in Japanese are written in *katakana* and sound like a familiar word in English, eg レモン、ピザ、アイスクリーム 🗨️
 - creating a class record of Japanese words that are used in English and other languages, eg *judo*, *origami*, *sushi* and *manga*, and comparing how these words are pronounced in the two languages 🗨️
 - making comparisons in pronunciation between English and Japanese, using gestures with particular focus on long vowels and ろ row (ー) 🗨️

- identify particular language features and textual conventions in familiar texts, for example: (ACLJAU141) 🗨️
 - recognising features of familiar genres of Japanese texts, eg picture books, digital books or games, video clips or songs 🗨️
 - recognising differences in layout and language features in different types of texts, including たてがき, よこがき 🗨️
 - recognising the role played by different elements in texts to contribute to meaning-making, eg the layout, title, illustrations and use of punctuation in a picture book, or the use of speech bubbles in a cartoon 🗨️
 - recognising patterns in simple spoken or written texts in Japanese, eg the use of particles, verb endings and other frequently occurring language features 🗨️

Content for students with prior learning and/or experience

Students:

- 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, for example: 🗨️
 - using *furigana* as a tool to support the reading of unfamiliar *kanji* in texts 🗨️
 - comparing how the same *kanji* is used in different words, eg 山、ふじ山, recognising the difference between *onyomi* and *kunyomi* 🗨️
 - noticing that *kanji* clearly differentiate the meanings of parts of words that are pronounced identically, eg 火ようび and 家ぞく 🗨️

- convey meaning by selecting and combining *hiragana*, *katakana* and familiar *kanji*, for example: 🗨️
 - selecting appropriate *kanji*, by looking up vocabulary in print or online dictionaries and checking the meaning of the *kanji* 🗨️
 - adding appropriate *hiragana* after *kanji* 🗨️

- develop knowledge of grammatical elements to describe actions, people and objects, for example: 🗨️
 - using て/てから form and conjunctions to describe actions, and using adjective combinations to describe people and objects, eg 朝ごはんを食べてから、学校に行きました。私の魚は小さくて、かわいいです。そして、はやくおよぎます。 🗨️
 - using relative clauses to describe objects in detail, eg 私が行っている学校は大きい 🗨️
 - expressing frequency, eg ときどき、ぜんぜん 🗨️
 - using conjunctions, eg な-adjective/noun + だから and い adjective + から 🗨️
 - linking ideas using ～て form 🗨️
 - expressing thoughts, eg ～とおもいました。 🗨️
 - using connectives, eg そして、だから、でも、その前に、その後で 🗨️
 - asking 'what' questions, eg なんねん、なんがつ、なんにち、なにいろ、なにが 🗨️
 - expressing that something should be done, eg たほうがいい、ないほうがいい 🗨️
 - using the past tense of adjectives and verbs in the polite form 🗨️
 - understanding the plain form 🗨️
 - expressing when you do something (after), eg using ～て+から 🗨️
 - stating that you do various activities, eg using ～たり～たり 🗨️
 - requesting not to do something ～BASE + ないてください。 🗨️

Understanding

The Role of Language and Culture

Outcome

A student:

- › recognises how terms and expressions reflect aspects of culture LJA2-9U

Content

Students:

- understand that Japanese changes according to the context of use and reflects different relationships, for example: (ACLJAU142) 🌐🌐👉
 - understanding that Japanese uses name + suffix instead of pronouns when referring to other people, eg はなさん、ジョンくん、スミスせんせい 🌐🌐👉
 - observing that Japanese expressions can be made more or less formal with very slight changes to suit the relationship between speakers, eg おはよう and おはようございます, はし and おはし, なまえ and おなまえ 🌐🌐👉
 - noticing differences in the ways in which both Japanese and English speakers communicate with different people, eg with young children, with unfamiliar adults or with elderly people 🌐👉
 - ✳
 - reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviours 🌐👉
 - recognising patterns in informal spoken or written texts in Japanese, eg verb endings in plain form 👉
- make connections between cultural practices and language use, such as culture-specific terms and expressions in Japanese or English, for example: (ACLJAU144) 🌐🌐
 - understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, eg the importance of respect for older people is reflected in terms of address in Japanese 🌐🌐👉
 - understanding formulaic expressions that reflect cultural values, eg いただきます、いってらっしゃい、どうぞよろしく 🌐🌐
 - recognising how politeness and respect are conveyed in Japanese language and behaviour, such as how body language and gestures can replace language, eg bowing as an apology or as a request to be excused 🌐🌐👉
 - learning to discuss culture and language by responding to prompt questions, eg ‘What do you notice?’ ‘Why do you think that..?’ ‘How is this similar/different...?’ 🌐
 - identifying culturally specific terms and phrases, eg ‘mate’ in Australian English and ともだち in Japanese, and ‘sista’, ‘brutha’, ‘bro’, ‘cuz’, ‘Aunty’ and ‘Uncle’ in Aboriginal English, and sharing insights into why particular cultures value certain colloquial language 🌐👉🌐✳

- understand that ways of communicating and behaving reflect aspects of personal identity, for example: (ACLJAC137, ACLJAC136) 🌐👤
 - using digital resources to create a self-profile to exchange with a potential Japanese friend, selecting keywords and simple expressions from word banks, and modelled statements that capture their sense of self, and comparing their choices and how they think about their identity 🌐💻🌐👤
 - sharing ideas about their family cultures, creating visual or digital representations of their families, friendship groups and communities, and listing key terms and expressions associated with each group 🌐🌐👤👤
 - noticing and comparing their own and others' ways of communicating, identifying elements that reflect cultural differences or influences of other languages 🌐👤👤

Content for students with prior learning and/or experience

Students:

- reflect on their experiences when interacting in Japanese and English-speaking contexts, identifying differences in language use and behaviours, for example: 🌐🌐👤
 - identifying and discussing phrases and expressions used only in Japanese or in English, analysing cultural contexts in which they are used 🌐🌐👤
 - interviewing other students of Japanese heritage to identify the most commonly experienced cultural differences in language use and behaviours when interacting in Japanese and English, and writing a summary of the results 🌐🌐👤

Content for Stage 3

Communicating

Interacting

Outcome

A student:

- › uses Japanese to interact with others to exchange information and opinions, and to participate in classroom activities LJA3-1C

Content

Students:

- initiate interactions and exchange information with teacher and peers, for example: (ACLJAC145)
 - ✿ ㊦
 - role-playing first meetings based on assigned information, using expressions, eg はじめまして、ぼくは～です、どうぞよろしく、おなまえは、ぼくは～ねんせいです。 ㊦
 - initiating a written interaction with a peer, eg using expressions はじめまして、ぼくは～です、どうぞよろしく、ぼくは～がすきです、～さんは？ ㊦ ㊦
 - recounting experiences with own family and friends during class news time ✿ ㊦
 - exchanging simple correspondence such as seasonal greeting cards, in print or digital form, using modelled language, eg 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。 ✿ ㊦
 - ㊦ ㊦
 - exchanging emails with young Japanese speakers to provide personal information such as names, likes and dislikes, family members, leisure activities, using formulaic language ✿ ㊦ ㊦
 - ㊦
 - understanding polite and respectful ways to decline invitations, eg そうですね、、、 and どうよびはちよつと。。。 ㊦
- participate in a group activity or shared event, for example: (ACLJAC146, ACLJAC147) ✿ ㊦
 - making a class set of *hiragana* or *katakana* cards and practise learning the script through games, eg *hiragana* or *katakana karuta* ✿ ㊦
 - creating a skit, performance or play to introduce aspects of Japanese language and culture to younger students learning Japanese, eg on the topic of gift giving and receiving ✿ ㊦
 - creating promotional materials, eg posters about a class event, visit or performance, using language related to place, time and numbers ✿ ㊦
 - organising a quiz show for younger Japanese classes, writing scripts including questions about cultural aspects ✿ ㊦ ㊦
 - participating in simulated transactions, eg shopping or restaurant role-play, using appropriate gestures, formulaic expressions and relevant question–answer exchanges, and expressions eg いらっしゃいませ。いくらですか。これはい、どうぞ。 ✿ ㊦

- exchanging information with a peer to determine where and when a meeting will take place, eg using expressions どこであいましょうか。いつあいましょうか。どうやっていきましょうか。どうぶにえいがかんいいきませんか。だれといきますか。なにをしましょうか。 🌟🌟

Content for students with prior learning and/or experience

Students:

- initiate interactions with adults and peers to exchange information, ideas and opinions, for example: 🌟🌟
 - taking on roles and responsibilities in the classroom, eg leading the class in routines such as opening and closing lessons, taking the roll, writing important class announcements and reminders on the board, using expressions such as お知らせがあります。 🌟
 - interacting via different modes of communication, eg text messages, emails or using other technology, to exchange personal information, opinions or feelings 🌟📧📧🌟
 - engaging others in conversation and inviting responses on issues, eg favourite sporting teams or players, favourite pop groups or books 🌟
 - participating in class discussions, acknowledging others' opinions and presenting their own, with examples of personal experiences, eg そうですね、わたしも・ぼくもそうおもいます、さんせいします。 🌟🌟
 - using technology to maintain contact with peers and record events in everyday life, by keeping a weekly or daily journal or blog, recording highlights of school, home life, leisure activities or a holiday experience 🌟📧🌟
 - sharing information and opinions with peers in class and in online communities about aspects of their lives, eg being a member of the Japanese-speaking community in Australia 🌟📧🌟
- collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions, for example: 🌟🌟
 - planning and organising a performance item for school assembly, by contributing language and cultural knowledge to class discussion, and writing a draft story or scripts for the performance 🌟🌟
 - organising a cultural workshop, eg *origami* or calligraphy activities, for younger Japanese language students 🌟🌟
 - researching and arranging a visit by a Japanese expert, eg a *taiko* drummer or *sushi* master, to share knowledge with the class, and to promote Japanese learning in the school community 🌟🌟
 - collaborating to decide on a menu for a class lunch and negotiating items, prices and delivery with a local restaurant, using expressions, eg いくらにしましょうか 🌟🌟

Communicating

Accessing and Responding

Outcomes

A student:

- › obtains and processes information in texts, using contextual and other clues LJA3-2C
- › responds to texts using different formats LJA3-3C

Content

Students:

- obtain and organise specific information from texts, for example: (ACLJAC148, ACLJAC150) 
 -  
 - viewing video clips of social interactions, and identifying and recording known words and expressions, eg exchanges between teacher and students, or customers and shop assistants
 -   
 - identifying words, expressions and behaviours associated with important Japanese cultural activities or events in texts, eg 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), and comparing them with similar events in Australia 
 - reading texts with visuals, eg *manga*, and identifying situations when formal and informal language are used 
 - reading a simple, illustrated factual text and summarising key points  
- respond in English or Japanese to texts, using a range of formats, for example: (ACLJAC149) 
 - 
 - responding to a Japanese email from a new friend   
 - surveying and compiling information about young people's interests and preferences and presenting findings to the class in different formats, eg graphs, diagrams or oral presentations
 -    
 - responding to simple spoken, written or digital narratives such as folktales, *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  
 - recalling and/or illustrating main characters and events in stories, songs or *anime*, eg by responding to questions (eg だれ、いつ、どこ)  

Content for students with prior learning and/or experience

Students:

- locate and classify information from a range of spoken, written, digital and visual texts, for example: 🗑️ 📄 📱
 - investigating aspects of life in Japanese-speaking communities overseas, eg web-chatting with relatives overseas to find out more about their own family origins, history or circumstances 🌐 🗑️ 📄 📱
 - extracting key points from magazines, school newsletters or digital texts on topics such as healthy eating, school lunches, home or school routines 🗑️ 📱
 - recording in written form a demonstrated procedure, eg a cookery demonstration or science experiment 🗑️ 📱

- respond in English or Japanese to ideas and information, using a range of formats for different audiences, for example: 🗑️ 📄 📱
 - responding to spoken, written or digital narratives, eg folktales, *anime*, *manga* or films that evoke positive or negative emotions, by connecting these with their own experiences and expressing their feelings in their journals, using emotive language 🗑️ 📄 📱
 - retelling and explaining in an oral presentation to an English-speaking audience aspects of a Japanese story or folktale 🗑️ 📱
 - giving an oral presentation on a researched topic of interest for a group of Japanese parents, eg endangered animals in Australia, popular Australian bands, or Australian bushrangers 🌐 🗑️ 📱
 - researching information and presenting findings in summary form in a class display, comparing the cultures of Japanese-speaking and other communities, including Aboriginal and Torres Strait Islander communities 🗑️ 🌐 🗑️ 📱 🌐 📱

Communicating

Composing

Outcome

A student:

- › composes texts in Japanese using a series of sentences LJA3-4C

Content

Students:

- compose informative and imaginative texts, using scaffolded models, for different purposes and audiences, for example: (ACLJAC151) ⚙️ 📖
 - designing and presenting a commercial for a new or existing technology product ⚙️ 📖
 - creating and performing a puppet show in Japanese for school assembly ⚙️ 📖
 - creating a guide book about NSW/Australia tourist destinations for a sister school in Japan ⚙️ 📖
 - making a short film as a class to enter a Japanese film-making competition ⚙️ 📺 📖
 - teaching younger children songs that involve repetitive phrases and actions and/or with rhyme and rhythm ⚙️ 📖
 - creating 5-7-5 *haiku*, using modelled sentence structures and a list of seasonal vocabulary (季語) for an in-class *haiku* competition, eg なつやすみ はなびたいかい たのしいな (5-7-5) ⚙️ 📖
- create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, for example: (ACLJAC153) ⚙️ 📖
 - creating bilingual texts for the classroom or school community, eg invitations to attend class or school assembly performances, or posters advertising a significant school event ⚙️
 - creating a game with instructions in English and Japanese for younger Japanese learners ⚙️ 📖
 - performing a role-play or skit for a school assembly, using Japanese for the performance and English for subtitles or supporting explanations ⚙️ 📖
 - creating shared bilingual learning resources, eg print or digital word banks or glossaries of Japanese and English expressions used in formal everyday interactions ⚙️ 📺 📖

Content for students with prior learning and/or experience

Students:

- compose informative and imaginative texts for a variety of purposes and audiences, for example:
 - writing up the results of a scientific experiment  
 - writing a monthly article/report on class activities and excursions for a Japanese class newsletter  
 - writing a blog for online communication modules, to be shared with the class and a buddy school   
 - composing the profile of a Japanese or Australian historical figure  
 - creating a digital presentation with accompanying narration, about their trip to Japan, incorporating photos taken in different tourist sites for the class  
 - collaborating to create dramatic performances to retell or reconceptualise classic Japanese stories or famous stories in other cultures  
 - creating narratives to describe imagined experiences, eg a trip to Japan, including a visit with a homestay family or an adventure travelling on the *Shinkansen*, or the experiences of a Japanese student visiting Australia  
- create bilingual texts and resources for their own language learning and the school community, for example:  
 - creating shared bilingual learning resources, eg print or digital word banks, or glossaries of Japanese and English expressions used in formal and informal everyday interactions   
 - composing bilingual texts, eg captions, menus, posters or invitations, by adding English translation to authentic texts, to introduce Japanese culture to younger Japanese learners 
 - creating a school information pack in English and Japanese that can be used by student visitors from Japan  
 - translating a simple Japanese text into English and explaining to the class what difficulties were experienced in conveying certain words or concepts  

Understanding

Systems of Language

Outcomes

A student:

- › applies key features of Japanese pronunciation and intonation LJA3-5U
- › applies basic Japanese writing conventions LJA3-6U
- › demonstrates understanding of Japanese grammatical structures LJA3-7U
- › recognises how texts and language use vary according to context and purpose LJA3-8U

Content

Students:

- reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning, for example: (ACLJAU156)
 - knowing how to pronounce all the sounds in the *hiragana* chart, including voiced and unvoiced sounds (てんてん and まる), combined and long vowel sounds and double consonants, eg きって and りょうり
 - noticing that certain combinations of two sounds make one rhythm unit, eg the copula です and the verb suffix ます
 - 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 え, 'o/wo' for を
 - understanding the use of basic Japanese punctuation marks, eg まる (。) and てん (、)
- recognise some single and whole word *katakana*, and use *hiragana* and familiar *kanji* in a single text, for example: (ACLJAU157)
 - reading and writing all *hiragana* (including voiced, combined and long vowel sounds, and double consonants) and frequently used *katakana* words, using the *kana* chart
 - learning to apply the basic principles of stroke order to write all *hiragana*, *katakana* and high-frequency *kanji*, such as 月、火、水、木、金、土、日、人
 - understanding the use of *furigana* as a reading aid
- recognise the systematic nature of Japanese grammar rules, for example: (ACLJAC158)
 - knowing how to use prepositions to describe the position of objects, eg ~の上に、~の下に
 - understanding different question words, eg いくら、どれ
 - knowing how to use common counters/classifiers, eg ~人、~ひき/びき/ひき
 - using conjunctions, eg そして, to link ideas
 - understanding conventions associated with using げんこうようし, eg the size of small *kana*, the position in the square and the placing of punctuation
 - using particles, eg は、が、に、へ、と、で、も

- expressing amounts, eg ちょっと、すこし、たくさん ☞
 - stating where something is, eg location にあります。 ☞
 - offering suggestions, eg ~ましょう、~ましょうか、~ませんか ☞
 - using the past negative of the verb in the polite form ~ませんでした。 ☞
 - using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, eg 見てください。トイレにいてもいいですか。 ☞
 - using conjunctions such as そして to link ideas ☞
- recognise that the Japanese language is both influenced and in turn influences other languages and cultures, for example: (ACLJAU161) ☞☞☞
 - recognising how *katakana* words are used for other languages and cultures, eg in relation to food, sports and music パン、ハンバーガー、サッカー、ロック ☞☞☞
 - learning that *kanji* are derived from Chinese characters, and that *hiragana* was formed by simplifying the form of *kanji*, while *katakana* was formed using a part of *kanji* ☞☞☞
 - investigating the influence of Japanese language and culture on other languages, by creating a glossary of Japanese words specific to certain areas, eg martial arts (*judo, karate, sumo*), food (*sushi, tofu, wagyu* beef), or communication/culture (*anime, manga, sudoku, haiku*) ☞☞☞
 - understanding that there are Japanese-speaking communities outside Japan, eg 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 others are revitalised, eg local Aboriginal and Torres Strait Islander languages and many international Indigenous languages ☞☞☞
- identify how the features of text organisation vary according to purpose and audience, for example: (ACLJAU159) ☞
 - understanding the significance of features of different text types, eg opening and closing emails, めいし, letters or phone conversations, eg ~さんへ、~より、もしもし ☞
 - noticing differences in interaction styles in familiar Japanese and Australian contexts, eg interactions in classrooms or shops ☞
 - identifying how certain types of texts are typically constructed, eg the use of particular layouts, visual images and grammatical features in advertisements, *manga* or brochures ☞
 - understanding 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 ☞

Content for students with prior learning and/or experience

Students:

- apply the Japanese sound system, including variations in tone, stress and phrasing, for example:
 - understanding that some new notations have been devised over the years to account for the sound of loan words, eg ティ、ヴィ
 - understanding how to make appropriate pauses in a sentence, by dividing the sentence into cohesive chunks, eg when reading books aloud to the class
- understand and use an increasing range of *kanji* in texts, for example:
 - learning how the readings of familiar *kanji* change when they are used as *kanji* compounds
 - creating a print or digital list of frequently used *kanji*
 - developing strategies to guess the meaning of unknown words that contain familiar *kanji*, eg 小学校、中学校
- understand and use basic structures and features of Japanese grammar to elaborate on meaning, for example:
 - understanding the use of *こそあど* series in concrete contexts, eg これ、それ、あれ、どれ
 - understanding how to use counters and classifiers, eg ~つ、~台、~けん
 - expanding on ideas using justification words, eg から、ので、なぜなら
 - further developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources, eg verb charts
 - requesting not to do something, eg ~ないてください。
 - requesting to do something before coming, eg ~てきてください。
 - suggesting, eg ~ましょう。~ましょうか。~ませんか。~はどうですか。
 - making decisions using ~にします
 - expressing opinions using ~と思います。
 - linking, eg using ~て form
 - describing, using a clause FF + Noun, eg きょうとでとったしゃしん
 - expressing what you want to do, eg ~たいと思います。
 - giving permission, eg ~てもいいです、~てはだめです、~てはいけません。

Understanding

The Role of Language and Culture

Outcome

A student:

- › makes connections between cultural practices and language use LJA3-9U

Content

Students:

- understand that Japanese changes according to the context of use and reflects different relationships, for example: (ACLJAU160) 🌐👉👂
 - 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 relationships and respect, such as expressing familiarity with friends by using first names rather than surnames or showing respect for authority figures, eg *しつれいします。よろしく おねがいします。* 🌐🌐👂*
 - noticing differences in interaction styles in some familiar situations in Japanese and Australian contexts, such as interactions in classrooms or shops 🌐🌐👂*
- understand that language use is shaped by the values and beliefs of a community, for example: (ACLJAU162) 🌐👂👉*
 - noticing responses to compliments in the Japanese language, eg *じょうずですね。いいえ* 🌐🌐👂
 - recognising reluctant responses to suggestions, eg *～はちょっと。。。* 🌐🌐👂
 - practising formulaic expressions, eg those exchanged before and after meals *いただきます、ごちそうさまでした* or when giving or receiving gifts, and reflecting on the experience of using such exchanges 🌐🌐👂
 - reflecting on how different languages and cultures represented in the classroom influence ways of communicating about or relating to social and physical environments, eg Aboriginal and Torres Strait Islander traditions/protocols in relation to Place, language and culture 🗋️ 🌐👂
 - noticing similarities and differences between their own ways of communicating and observed interactions between young Japanese speakers in contexts in everyday social situations or online forums, eg responding to offers of food or drink, or turn-taking in conversations 🌐🌐👂*

- describe aspects of own identity and reflect on differences between Japanese and own language and culture, considering how this affects intercultural communication, for example: (ACLJAC154, ACLJAC155) 🌐🌐🌐🌐
 - recognising ways in which Japanese behaviour reflects values, traditions and culture, eg a reluctance to volunteer or compete for attention in class, and prioritising the group rather than the individual 🌐🌐🌐🌐
 - understanding that people interpret intercultural experiences in different ways, depending on their own cultural perspectives 🌐🌐
 - exploring the idea of stereotypes and how people think about others from different cultural backgrounds 🌐🌐🌐
 - collecting items that represent elements of their own identity, eg personal emblems/mottos, self-profile, photo journal, or caricature/self-portrait, and considering how Japanese children of the same age might respond to these 🌐🌐🌐
 - considering whether learning and using Japanese affects their sense of identity or influences their behaviour in or out of the classroom, eg when eating in Japanese restaurants, or participating in Japanese cultural events or Japanese martial arts classes 🌐🌐🌐

Content for students with prior learning and/or experience

Students:

- reflect on their experiences in Japanese and English-speaking contexts, discussing adjustments made when moving from English to Japanese and vice versa, for example: 🌐🌐
 - identifying and comparing cultural images and language used in Japanese and Australian print and media advertising and tourist brochures, considering how and why they are used and what message they convey 🌐🌐🌐
 - engaging with Japanese peers in diverse contexts, identifying situations in which misunderstanding or miscommunication occurs, and exploring strategies to overcome these 🌐🌐🌐
 - discussing language choices expected or required in diverse contexts across languages, eg apologising, congratulating, expressing thanks, declining, rejecting or complaining 🌐🌐🌐🌐
 - observing and reflecting on how interacting in Japanese feels different to interacting in English, and identifying ways of communicating or behaving that appear culturally specific 🌐🌐🌐🌐

Content for Stage 4

Communicating

Interacting

Outcome

A student:

- › uses Japanese to interact with others to exchange information, ideas and opinions, and make plans LJA4-1C

Related Life Skills outcome: LJALS-1C

Content

Students:

- interact with peers and known adults on topics of interest, for example: (ACLJAC001, ACLJAC003) 🌐🗣️📅
 - exchanging personal details with real or imagined visiting students from Japan or a sister school, eg name, age, birthday, phone number, email address, family members 🗣️📅
 - commencing and finishing class lessons in Japanese, eg きりつ、れい、ちゃくせき 🌐🗣️📅
 - conversing with peers about daily routine and comparing experiences, eg (time) に (place) に 行きます。(time) に (activity) を (verb) ます 🌐🌐📅
 - interacting in Japanese to perform routine classroom social tasks, eg responding to praise, requests or commands, encouraging and instructing 🗣️
 - ordering a meal and sharing food at a restaurant, displaying appropriate etiquette, eg ～ にします/～をください／おねがいします 🌐🗣️
 - exchanging opinions about people and interests, eg by creating a digital scrapbook about friends, family, pets, school subjects and other interests 🌐📷🗣️📅
- engage in collaborative activities that involve planning and making arrangements, for example: (ACLJAC002) 🌐📅
 - participating in class activities, eg word, board or electronic games, using set phrases in Japanese (eg わたしの ばん、みぎ、ひだり、さんねん、だいじょうぶ？、がんばって！、つぎはだれ？、いち、に、さん！) 🗣️
 - planning a virtual restaurant, including menu and prices, then role-playing interactions between waiters and customers 🌐🗣️
 - planning a birthday party or making arrangements for the weekend 🌐📅

Content for students with prior learning and/or experience

Students:

- interact with peers and known adults on a range of topics and experiences, for example: (ACLJAC163, ACLJAC165) 🗣️ 📱
 - making comparisons between their own daily routine and that of peers, family and students in Japan 🌐 🗣️ 📱
 - recounting experiences, eg holidays, special events or celebrations, through email or face-to-face conversations (eg パーティーはどうでしたか。) 🌐 📧 🗣️ 📱
 - engaging in face-to-face or online discussions with peers and other Japanese-speaking contacts about shared interests and experiences, eg sport, food, study or music (どうして空手が好きですか。) 🌐 🌐 🗣️ 📱
 - sustaining and extending a conversation, by seeking additional information, eg そして、どうなりましたか。 🌐 🗣️ 📱
 - exchanging personal information and opinions via conversations or emails with peers in Australia or Japan, using compound sentences 🌐 📧 🌐 📱
- engage in collaborative activities that involve planning, making decisions and negotiating, for example: (ACLJAC164) 🌐 📱
 - participating in class activities, eg word, board or digital games, using phrases, eg だれの番？ 一回休み 🌐 📱
 - negotiating with friends what to buy for another friend's birthday, considering the friend's likes and the group budget, and role-playing the purchase of the gift 🌐 📱
 - explaining how to play a game that will be played in Japanese class 🌐 📱
 - making arrangements to meet with friends, including politely negotiating place, time and activities 🌐 📱
 - budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and value, and discussing intended purchases, eg がほしいです/を買いたいです。どれが一番安いですか。 🌐 📧 🗣️ 📱
 - participating in authentic or simulated transactions that involve making requests, considering options, buying, selling or ordering, eg この T シャツは L サイズで、ちょっと 大きいので、M サイズをみせてください。 🌐 📱

Content for students with a background in Japanese

Students:

- interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, for example: 🌐 🗣️ 🏠
 - talking to the teacher, expressing opinions about their new high school life 🌐 🗣️ 🏠
 - making a phone call to a friend in Japan to talk about their life in Australia 🌐 🌐 🏠
 - exchanging ideas with their Japanese peers about experiences of learning English 🌐 🗣️ 🏠
 - comparing and contrasting Japanese and Australian food and dining experiences 🌐 🗣️ 🏠
 - sharing experiences and discussing how their own cultural practices are maintained or adapted in their new environment, eg school, sports/music/dance lessons outside school, and in the neighbourhood and community 🌐 🗣️ 🏠
 - discussing and challenging cultural stereotypes in Japanese and Australian communities 🌐 🗣️ 🏠

- engage in collaborative tasks that involve negotiating, solving problems and justifying decisions, for example: 🌐 🏠
 - planning or participating in events relating to popular aspects of Australian ways of life, eg music, popular culture, climate, landscape and recreational activities, and share experiences with members of their local Japanese-speaking community 🌐 🏠
 - identifying a local issue of concern and working with others to devise a solution, eg a local environmental issue, lack of local facilities for young people 🌐 🗣️ 🏠 🗣️
 - collaborating with others to organise a cultural day to support appreciation of linguistic and cultural diversity within the school community, using technology to plan the event and to encourage others to participate 🌐 🗣️ 🏠

Communicating

Accessing and Responding

Outcomes

A student:

- › identifies main ideas in, and obtains information from texts LJA4-2C
- › organises and responds to information and ideas in texts for different audiences LJA4-3C

Related Life Skills outcomes: LJALS-2C, LJALS-3C

Content

Students:

- locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLJAC004) 🗨️ 📄 📱
 - listening to a conversation and identifying the speakers and the setting 🗨️ 🗨️
 - listening to an announcement and identifying the key message 🗨️ 🗨️
 - examining texts to identify items and their cost in Japan, making comparisons with their cost in Australia eg Japanese menus or shopping catalogues 📄
 - reading an email from a student in Japan to identify personal information 📄 📱
 - viewing an *anime* and creating a blog entry, profiling the main characters 🗨️ 📄 📱
- respond in English or Japanese to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLJAC005, ACLJAC006) 🗨️ 📄 📱
 - obtaining information from a class survey, and presenting the findings in a table or graph in English or Japanese for another class 🗨️ 📄 📱 📄
 - obtaining information about people or events, and using the information to create a profile, eg ともだち／母の___です。 , or timetable/timeline to show a sequence of events, using conjunctions そして、でも 🗨️ 🗨️ 📄
 - plotting a train trip, using an online map, demonstrating understanding of place names and locations in Japan 🗨️ 📄 📱
 - collecting, collating and presenting data in Japanese or English, using online survey software 🗨️ 📄 📱 📄
 - summarising the findings of a class survey for presentation in English, or in a digital or visual format, poster or wall chart 🗨️ 📄 📱

Content for students with prior learning and/or experience

Students:

- obtain and process information from a range of spoken, written and digital texts, for example: (ACLJAC166, ACLJAC167) 🗄️📺📱
 - collating information from a range of Japanese media on a topic of interest, eg popular culture, sport or youth issues 🗄️📱
 - identifying key details, expressions and information in authentic or modified texts, eg signs, weather reports, print advertisements, menus, packaging, brochures or websites, and using the information to create their own texts for specific purposes and audiences 🗄️📺📱
 - viewing texts such as a cooking program, and answering questions from peers about key procedures and main ingredients, eg つぎに何をしますか。どうやって作りますか。何を入れますか。 🗄️📺
 - identifying key points of information and cultural references in a range of texts, eg advertisements, and describing their target audience 🗄️🗄️📺📱
 - collating information from sources, eg magazine articles, recorded interviews or website postings about high-profile individuals or events, and summarise, reorganise and represent the information in timelines or profiles on a shared database 🗄️📺📱📱
 - reading a range of film reviews and deciding with a friend whether or not to watch the film, and stating reasons for their decision 🗄️📱
 - evaluating the appropriateness of possible resources before undertaking a research project 🗄️📱
- respond in English or Japanese to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences, for example: (ACLJAC167, ACLJAC168) 🗄️📱
 - collating and presenting data relating to urban and country lifestyles in Japan, using online survey software 🗄️📺📱📱
 - identifying appropriate sources for a research project, eg a tourism website or a documentary, comparing, summarising and analysing information from a range of sources 🗄️📺📱
 - participating in a school or community event such as a school camp, excursion, performance or sporting event and creating a video clip or a photographic or journal record of activities 🗄️📱
 - comparing contemporary music popular among Japanese and Australian teenagers, by listening to radio music stations and albums or viewing video clips, and presenting information about similarities and differences in themes, messages, expression, and singers' style of performance and fashion styles, for the Japanese class webpage on the school's website 🗄️📱
 - investigating a social, environmental or cultural issue, and presenting the findings, summarising opinions, attitudes and comments collected from surveys, interviews or media sources 🗄️🗄️📺📱

Content for students with a background in Japanese

Students:

- access and evaluate information from a range of spoken, written and digital texts, for example: 🗂️ 🗨️
 - accessing diverse spoken texts, eg speeches, dialogues, news reports or interviews, and summarising key information in English 🗂️ 🗨️
 - analysing word choices used to achieve a particular effect in digital texts, eg a debate on TV, an advertisement on a website 🗂️ 🗨️ 🗂️ 🗨️
 - obtaining information on a social topic from diverse sources, and expressing own perspective in written text types, eg blog, script of a speech or article 🗂️ 🗨️
 - accessing and organising information related to school, music or sport, by searching social media in both Australia and overseas, using techniques such as paraphrasing and quoting to express own perspective 🗂️ 🗨️ 🗂️ 🗨️
 - identifying multiple perspectives on an issue, categorising the factors that may influence a particular viewpoint, eg nationality, religion, gender, ethnicity 🗂️ 🗨️ 🗂️ 🗨️

- respond in Japanese to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences, for example: 🗂️ 🗨️ 🗂️ 🗨️
 - analysing and presenting data in Japanese or English on topics of interest using online survey software 🗂️ 🗨️ 🗂️ 🗨️
 - presenting information from a range of sources to two different audiences, explaining and justifying the language and format choices, eg a group of younger students and a parent group 🗂️ 🗨️ 🗂️ 🗨️
 - accessing diverse sources about a social issue, eg technology and newspaper articles, and discussing the relevance and credibility of the information conveyed for a report to peers in a Japanese school, eg ~によると、~をもとに、~にもとづいて 🗂️ 🗨️ 🗂️ 🗨️
 - summarising information on educational and social topics and expressing own perspective on the information obtained with specific references and quotes for a presentation to the class 🗂️ 🗨️ 🗂️ 🗨️

Communicating

Composing

Outcome

A student:

- › applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences LJA4-4C

Related Life Skills outcome: LJALS-4C

Content

Students:

- compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example: (ACLJAC007) 🗨️ 📺 📱
 - writing a greeting card to a friend to say ‘hello’, or wish them ‘Happy Birthday’ 🗨️ 📱
 - writing a simple email to a host family in Japan, providing personal information, likes and interests, eg ~さんへ、よろしくおねがいします。 🗨️ 📱 📧
 - creating a video to introduce and present information about school/school subjects to peers and teachers at a sister school in Japan 🗨️ 📺 📱
 - creating a website comparing their city/town and neighbourhood with a town in Japan 🗨️ 📺 📱 📧
- create bilingual texts and resources for the classroom, for example: (ACLJAC009)
 - creating flashcards for peers to learn new vocabulary 🗨️ 📱
 - writing a phrase book that includes key vocabulary and phrases learnt in a unit of work 🗨️
 - preparing bilingual captions for texts, eg a newsletter item for the school community 🗨️ 📱
 - creating written or digital bilingual resources to support their language learning, eg captions for photo stories or displays, glossaries or a personal Japanese–English dictionary 🗨️ 📺 📱
 - creating bilingual menus, signs or brochures for the school community, eg the canteen menu, signs for school buildings, a brochure about school subjects 🗨️ 🗺️ 🗨️ 🗨️
 - providing a commentary in English to a performance of a Japanese folktale 🗨️ 🗨️

Content for students with prior learning and/or experience

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: (ACLJAC167, ACLJAC169) 🌟📱
 - creating a text, such as a brochure, poster or website post, about an upcoming event, eg a Japanese-language performance or a school exchange visit 🌟📱
 - creating a video informing other students about different ways in which a festival is celebrated in Japan today 🌟📱📺
 - creating a virtual introduction to present information about the school and neighbourhood to Japanese-speaking visitors 📱📺
 - creating the next scene, a new character or an alternative ending to a Japanese story, drama or film script 🌟📱
 - creating cartoons, short plays or stories to present to the class, or to share with a wider virtual audience, about personal past or future imagined experiences 🌟📱📺
 - writing the school canteen menu in Japanese 📱
 - creating a slideshow describing favourite places in Japan or aspects of Japanese culture for display, eg in the school library 🌟🌟📱📺

- create bilingual texts and resources for the school and wider community, for example: (ACLJAC171) 🌟📱
 - creating a video demonstrating the process of making something, eg a simple dish or *origami*, with subtitles in English 🌟📱📺
 - subtitling popular music for a performance by the class at a school assembly 🌟📱
 - creating a brochure that explains aspects of the school for Japanese visitors, such as the location of facilities or operation of the canteen 🌟📱
 - producing bilingual texts in print or multimodal formats to promote school events, such as multicultural activities, Japanese performances or Languages Week activities 🌟📱
 - creating digital texts, such as songs, dialogues or instructions, with options for displaying in either Japanese or English 🌟📱📺

Content for students with a background in Japanese

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: 🗨️ 📄 📱
 - presenting information about the lifestyle of people in various places in Japan, showing the impact of historical or geographical factors, through multiple text types and modes of presentation ✂️ 🗨️ 📱
 - using idioms or quotations from popular sayings from modern media resources in their own writing 🗨️ 📱
 - producing texts in various literary styles, experimenting with descriptive language, eg ‘shocking’ or ‘incredible’, to capture the intensity of characters’ emotions and to create tension 🗨️ 📱
 - creating digital stories in Japanese, considering plot, characters and setting, eg an adventure in the Blue Mountains 🗨️ 📄 📱

- create bilingual texts and resources for the school and wider community, for example: 🗨️ 📱
 - creating a bilingual brochure to compare aspects of school life in Japan and in Australia, eg school subjects, timetables, sports, weekend 🗨️ 📱
 - creating a resource for the community explaining concepts that are not immediately understood by non-Japanese speakers 🗨️ 📱
 - creating a glossary with multiple ways of translating English terms into Japanese 🗨️ 📱
 - producing a bilingual Japanese recipe book, with illustrations to introduce regional cuisines to the community, eg ^{しょうじんりょうり}精進料理、長崎しぼく料理、+
 - ^{おきなわ}沖縄料理 🗨️ 📱
 - translating an Australian short story into Japanese with a commentary explaining particular cultural references and translation issues 🗨️ 📱

Understanding

Systems of Language

Outcomes

A student:

- › applies Japanese pronunciation and intonation patterns LJA4-5U
- › demonstrates understanding of key aspects of Japanese writing conventions LJA4-6U
- › applies features of Japanese grammatical structures and sentence patterns to convey information and ideas LJA4-7U
- › identifies variations in linguistic and structural features of texts LJA4-8U

Related Life Skills outcomes: LJALS-5U, LJALS-6U, LJALS-7U, LJALS-8U

Content

Students:

- recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation, for example: (ACLJAU012)
 - understanding the organisation of the Japanese syllabary
 - pronouncing sounds correctly
 - recognising that sounds may not be voiced, eg ‘u’ in です and ‘i’ in ました
 - recognising and using correct pitch when asking full questions versus shortened question forms, eg おなまえは？
- recognise and use *hiragana* and some *kanji*, for example: (ACLJAU013)
 - understanding the origin and use of the three different scripts
 - reading and writing all *hiragana*
 - recognising common words written in *katakana*, eg own name, Australia and the town where they live
 - applying stroke order conventions when writing *hiragana* and *kanji*
 - writing high-frequency *kanji*
 - recognising the relationship of the scripts to *romaji*, enabling them to type in Japanese
- understand elements of Japanese grammar, including the systematic nature of verb conjugation, for example: (ACLJAU014)
 - understanding the importance of particles in creating meaning in sentences, eg は、が、を、に、の、と、か、ね
 - applying standard word order and understanding that word order can vary
 - understanding that spaces are not necessary between Japanese words in sentences
 - understanding that not all words have an equivalent in English and other languages, and that some words do not exist in Japanese, eg ‘the’ and ‘a’
 - recognising the nature of plurals in Japanese
 - recognising that there are two groups of adjectives in Japanese
 - identifying conjugation of ます stem verbs, eg ～ます、～ません
 - understanding that pronouns are used much less in Japanese than in English, and that the subject, once stated, can be omitted from subsequent sentences

- using honorific prefixes お、ご 🗨️
 - using question words, eg どこ、何、いくら、だれ、いつ 🗨️
 - using ~てください instructions as set phrases 🗨️
 - recognising and using numbers 1 to 100 🗨️📄
 - using age counters, eg いったい、にさい。。。 time counters, eg じ、ふん, and money counters えん/ドル 🗨️📄
 - using verb forms to indicate existence of people/animals ~がいます／～はいません。 🗨️
- recognise how Japanese influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLJAU017) 🗨️🗨️
 - recognising that the Japanese language borrows and adapts words and expressions from English and other languages, eg パン、ユ-カリ、テニス 🗨️🗨️✳️
 - identifying Japanese words that are used in English and other languages, eg *karate, karaoke, judo, origami, kimono, teriyaki, wasabi*, noticing differences in pronunciation and whether they relate to particular themes, such as sport, food, fashion, and considering possible reasons for this 🗨️🗨️
 - recognising Japanese words and phrases that have emerged in response to new ideas and developments in communications and technology, eg メール、えもじ 🗨️🗨️
 - understanding that some international Indigenous languages and many Aboriginal and Torres Strait Islander languages are growing and adapting, while others are endangered, being revitalised, or blending with other languages 🗨️🗨️🗨️✳️
 - identify textual conventions of familiar spoken, written and multimodal texts, for example: (ACLJAU015) 🗨️
 - identifying different text types, explaining differences in structure and linguistic features 🗨️
 - explaining the purpose of different text types 🗨️
 - identifying the language features of common text types, eg email, letter, conversation, speech, menu, song or advertisement 🗨️
 - understanding that Japanese texts can be written vertically, and read from right to left 🗨️

Content for students with prior learning and/or experience

Students:

- apply Japanese pronunciation and intonation patterns, including pronunciation of loan words and punctuation, for example: (ACLJAU174)
 - understanding that consonants followed by ツ create a pause when sounding out, eg カップ
 - understanding vowel sound ‘a, i, u, e, o’ can be extended to hold the vowel sound by adding
 - in *katakana*, eg メール、ケーキ
 - recognising the available combinations of sounds in *katakana* to transcribe loan words, eg ホワイトデー、パーティー
 - understanding small vowel sounds used in *katakana* フォーク、ワイファイ
 - understanding ‘v’ sounds used occasionally in *katakana* ヴォーグ
 - understanding that *katakana* is used for a range of purposes, eg to occasionally emphasise words/texts, for onomatopoeia
- recognise and use *hiragana*, familiar *kanji*, and/or *katakana* in simple texts, for example: (ACLJAU175)
 - using the *kana* chart as a systematic framework to support learning
 - reading and writing *hiragana* and *katakana* using the *kana* chart, and use familiar *kanji*
 - understanding that *katakana* is used for stylistic purposes, eg in advertisements and magazines
 - understanding that many *kanji* are made up of more than one component, and that radicals often represent meaning; eg the radical 木 means something to do with ‘wood’
 - noticing that *kanji* can clearly differentiate the meanings of words that are pronounced identically, eg 火 and 日
 - using *furigana* to support the reading of unfamiliar *kanji*
 - converting *hiragana* to correct *kanji* when creating digital texts
- understand and use elements of Japanese grammar and sentence structure to express ideas, for example: (ACLJAU176)
 - using counters, eg ～つ、～まい、～本, to specify number
 - using promotional language, eg ましょう、ませんか
 - using adverbs as formulaic expressions, eg たのしく、しずかに
 - using conjunctions そして、それから、そのあと、が、でも、しかし、のに、が、だから
 - using て form /てから to present a sequence of events
 - using ～て form to join sentences, eg 私の家族は私を入れて三人で、仲がいい家族です。
 - addressing the audience (reader/listener) appropriately, eg ～様、～さん、～先生、～ちゃん、～君
 - making suggestions, eg ～はどうですか。
 - using instructional structures, eg ～てから、ください/～ましよう
 - suggesting alternatives, eg ～しましょうか。それとも、～したいですか。
 - presenting results, eg そのけっか/アンケートで____が分かりました。

- comparing and contrasting, eg *～より～の方が* (adjective) *です*。/*(verb)ます*。
 - recognising questions asking for a reason, using *なぜ*、*どうして*, and responding by using justification words, eg *から*、*ので*
 - using plain form in a casual conversation
- understand that the Japanese language has evolved and developed through different periods of influence and change, for example: (ACLJAU179)
 - examining Japanese words and phrases that have emerged as a result of technological developments, eg *ラップトップ*
 - comparing how the language of social media affects language use in Japanese and English, eg specific language, codes and emoticons used in electronic messages, eg *シェア*、*かおもじ...*
 - recognising and understanding the meaning of new words and phrases in Japanese that have developed as a result of globalisation and changing lifestyles, eg *テイクアウト*
 - discussing how changes to the Japanese language reflect changes in traditional customs and cultural practices, eg in family celebrations or community festivals
 - understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLJAU177)
 - recognising key features and structures of familiar texts in Japanese, eg lost child announcements, spoken commercials or print advertisements
 - recognising the format of different Japanese texts and punctuation conventions in either *たてがき* or *よこがき*, and understanding variations according to the context, purpose and intended audience
 - understanding how to create textual cohesion, using elements, eg paragraphing, or conjunctions to sequence and link ideas and maintain the flow of expression, eg *だから*、*それで*、*それに*
 - comparing and contrasting the structure of a variety of authentic community texts in Japanese and English, exploring how audience, purpose and context influence each language version

Content for students with a background in Japanese

Students:

- apply the Japanese sound system, explaining features, including variations in tone, stress and phrasing, for example:
 - using 倒置法^{とうちほう} to emphasise a word or phrase, and to express the speaker's emotions, such as surprise or determination, eg「どこに行くの、こんなに朝早くから。」「進もう、未来へ」
 - using 'っ' to emphasise the meaning and '、、、and。。。', to show hesitation in informal spoken and written texts, eg ずっつと (instead of ずっと)
 - using particle が instead of は to emphasise the subject, eg この歴史が日本を変えた。 , instead of この歴史は日本を変えた。
- use an increasing range of *kanji*, identifying the form and function of components in individual *kanji*, for example:
 - applying understanding of orthographic principles to predict the meaning of unknown *kanji*
 - learning 四文字熟語^{よじじゆくご} to describe situations, and to express opinions and ideas effectively and concisely, eg 以心伝心、一期一会、一石二鳥、一長一短
 - learning both 訓読み (*kunyomi*: native Japanese reading) and 音読み (*onyomi*: Chinese reading)
 - understanding different ways of reading *kanji*, and using appropriate *okurigana* after *kanji* stems
- apply knowledge of Japanese grammar to organise and elaborate on ideas and opinions, for example:
 - using a range of grammatical structures, eg から、ので、～し, to justify opinions
 - using structures for quotation to support ideas, eg ～という意見、～という考え
 - using compound particles, eg ～に対して、～に関して、～に関わる to indicate subjects
 - making comparisons ～と～とでは/～と比べて or ～という点で/～の面で ちがうと思います。/にていると思います。
 - raising awareness of issues, eg ～はしんこくな問題になっていると思います。
 - using relative clauses, eg 私が一番おどろいたことは_____です。
 - using the passive form, eg ～だと言われています。～だと思われています。
 - expressing expectations, making assumptions and suggestions, eg ～はずです。～べきです。～たら、～になるでしょう。
 - using 敬語^{けいご} accurately in conversation, depending on the audience
 - using expressions, eg 私の意見では/私の考えでは to state opinions
 - using potential and passive forms ～と言えます。～と考えられます。
 - making assumptions and conclusions based on results ～そうです。～のようです。～みたいです。～はずです。

- using compound particles to indicate cause ～によって、～を通じて、～のおかげで、～のせいで、～のために and to indicate circumstances ～において、～に応じて、～しないで、～を問わず、～に関わらず 🗨️
 - using descriptive language and relative clauses to present information in depth, eg 昔から自然を大切にしてきた日本人は、、、 🗨️
 - using persuasive language, eg ぜひ、～はずです。 🗨️
 - commencing writing in academic plain form in articles and newsletters, eg 日本とオーストラリアの学校のいちばんの違いは、_____だ。それは_____だからだ。 🗨️
- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: 🗨️
 - examining the structure and word choices used in a range of texts for specific audiences and purposes, such as setting and plot in a narrative, or introduction, body and conclusion in a speech 🗨️
 - discussing the impact of stylistic devices on the effectiveness of texts 🗨️

Understanding

The Role of Language and Culture

Outcome

A student:

- › identifies that language use reflects cultural ideas, values and beliefs LJA4-9U

Related Life Skills outcome: LJALS-9U

Content

Students:

- understand how language use varies according to context and the relationship between participants, for example: (ACLJAU016) 🗣️
 - using the appropriate suffix, eg *ちゃん／さん／くん／先生* 🗣️
 - varying basic phrases according to relationship, age and familiarity, eg *おはよう* to friends, but *おはようございます* to the teacher 🗣️
 - understanding that language use may vary according to the intended audience 🗣️
- explore connections between language and culture in particular words, expressions and communicative behaviours, for example: (ACLJAU018) 🌐🗣️🗣️
 - understanding the use of set phrases relating to cultural customs, eg *いただきます* and *ごちそうさまでした* at mealtimes 🌐🗣️🗣️
 - exploring how Japanese has numerous translations for phrases, eg ‘please’, ‘I’m sorry’, ‘hello’ or ‘goodbye’, and understanding the meaning behind them, eg *どうぞ、ください、おねがいします* and *ってきます、いってらっしゃい、ただいま、おかえりなさい。* 🌐🗣️🗣️
 - understanding how cultural knowledge is important in understanding meaning and translating, eg translating phrases such as *はじめまして、どうぞよろしく* 🌐🗣️🗣️
 - understanding Japanese ways of showing respect for others, eg when to use suffixes *さん／くん*, and the use of humble and honorific family terms 🌐🗣️🗣️
 - understanding how Japanese people show respect through avoidance of negative expressions when rejecting, refusing, refuting, eg *ちょっと、あんまり、ちがいます。* 🌐🗣️🗣️
- recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLJAC010, ACLJAC011) 🌐
 - understanding traditional and modern ways of celebrating festivals in Japan, and the values that underpin them 🌐🗣️
 - comparing and reflecting on intercultural aspects, eg using body language, and phrases to show respect to others when requesting, accepting, refusing or thanking 🌐🗣️🗣️
 - exploring the concept of the individual and the group, and its importance in Japanese culture, and making comparisons with their own and other cultures 🌐🗣️🗣️✳️

- exploring how identity and membership of groups affect linguistic choices in Japanese, eg when to use 母 and お母さん 🌐🌐🌐

Content for students with prior learning and/or experience

Students:

- understand variations in Japanese language use that reflect different levels of formality, status and authority, for example: (ACLJAU178) 🗣️
 - explaining variation in language use between people of different ages and relationships, eg 母, お母さん and ~先生, ~さん 🗣️
 - analysing language used to express different levels of formality in a variety of texts, eg conversations, letters, emails and text messages, noting differences between written and spoken texts 🗣️
 - finding examples of informal forms of language used by young Japanese speakers, eg the use of abbreviations or *emoji* when texting, and the use of loan words when talking about popular culture, such as ‘J-rock’, ‘J-pop’, ‘fast food’ 🗣️
- explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures, for example: (ACLJAU180) 🌐🌐🌐🌐
 - reflecting on the cultural significance of ways in which Japanese information is presented in simple texts, eg examining じこしょうかい, and discussing how the ordering of information on business cards (company, title, surname, given name) reflects the relative importance of company/collective, family and individual status 🌐🌐
 - explaining language use in Japanese interactions that reflects humility or deference, eg expressions used to refuse or deflect praise of self or family, or to defer to others 🌐🌐🌐
 - considering how and why Japanese speakers use conversational strategies to avoid conflict, eg using indirect or softened language, eg もうすこしがんばりましょう。 🌐🌐🌐
- reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating, for example: (ACLJAC172, ACLJAC173) 🌐
 - reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with Japanese people, noticing their own body language and modifying gestures, eg beckoning with the palm facing upwards or downwards, or avoiding eye contact when talking to older people 🌐🌐🌐
 - reflecting on their own responses to communicating and behaving in Japanese cultural contexts, eg bowing and using respectful language, identifying degrees of comfort, discomfort, challenge and enjoyment 🌐🌐
 - creating identity maps, timelines or digital presentations of their personal profile or family trees with captions, to describe significant life influences, eg key people, events, educational experiences, community affiliations or travel experiences, eg そふはイタリア人です。でも、そぼはイギリス人です。1950年にオーストラリアにきました。 🌐🌐
 - reflecting on the experience of learning and using Japanese, and considering whether their own previous attitudes or assumptions in relation to Japan or Japanese language and culture have changed 🌐🌐🌐
 - sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, eg having a larger vocabulary to draw on, additional insights and perspectives, and opportunities for new experiences 🌐🌐🌐

Content for students with a background in Japanese

Students:

- analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures, for example: 🌐✎
 - understanding that language used in formal and informal contexts varies across cultures, eg greetings, meal etiquette 🌐✎
 - comparing communicative practices of Japanese-speaking communities with other cultures, eg modesty is an important Japanese traditional value, but may be seen as lack of confidence in Western culture 🌐🌐✎
 - noticing that the description of female beauty varies between cultures, and reflecting on gender roles cross-culturally 🌐✎
 - comparing use of idioms and colloquial sayings between languages to identify different cultural perspectives 🌐🌐✎
 - examining the shifting of cultural ideas in the technological world through the rapid change in language use, eg nicknames for government leaders 📺🌐

- reflect on how and why being a speaker of Japanese contributes to their sense of identity and is important to their Japanese cultural heritage, for example: 🌐🌐
 - examining the impact of living in Australia on their sense of being Japanese and their values and beliefs 🌐🌐
 - discussing the challenges and opportunities that arise as a speaker of Japanese living in Australia, eg stereotypes, culture shock, bilingualism 🌐🌐🗣️
 - reflecting on the experiences of their last trip back to Japan and their feelings about their old home 🌐🌐🏠
 - exploring Japanese values, eg family values, that are significant in their lives while living in Australia 🌐🌐
 - investigating the contribution that different cultures make in the world, providing a way for individuals to live and behave as world citizens 🌐🗣️👉

Content for Stage 5

Communicating

Interacting

Outcome

A student:

- › manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LJA5-1C

Related Life Skills outcome: LJALS-1C

Content

Students:

- initiate and sustain interactions to share information, opinions and ideas, for example: (ACLJAC019, ACLJAC021) 🌐 🗣️ 📱
 - modelling appropriate levels of formality for everyday exchanges, eg greetings, introductions and apologies, between peers, and between students and teachers/adults 🌐 🗣️ 📱
 - initiating a conversation with a new friend, by asking and expanding questions
 - communicating with peers and young Japanese speakers via email, online conferencing or school-based exchanges, about shared interests, eg popular culture, sports and special events, comparing aspects of school or home life 📧 🗣️
 - sharing information about significant or special events in their own life, and making comparisons with those of Japanese teenagers, eg birthdays, holidays, celebrations, sporting events and festivals 🗣️
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLJAC020) 🌐 🗣️
 - engaging in social transactions with peers and teachers, eg presenting gifts, accepting and declining invitations, making excuses and apologising to Japanese speakers, using appropriate protocols such as forms of politeness and respect どうも、ありがとう、ありがとうございます、ごめんね、ごめんなさい、すみません、はいどうぞ/つまらないものですが... 🗣️
 - producing a digital presentation or performance in Japanese to present information about their own school to a Japanese sister school or Japanese visitor 🌐 📱 🗣️
 - creating a brochure related to getting about or living in Japan, eg interactions with a host family, using public transport, or getting lost in Japan 🌐 🗣️
 - creating a short digital presentation or movie for peers about planning a holiday, purchasing goods in a shop, or ordering food and drink in Japanese 🌐 📱 🗣️

Content for students with prior learning and/or experience

Students:

- initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view, for example: (ACLJAC181, ACLJAC183) 🌟👥
 - engaging in face-to-face or online discussions with Japanese-speaking peers, using descriptive and expressive language, including onomatopoeia (擬音語), to describe significant events, special occasions or milestones in their lives, eg ワクワク、ドキドキ 🌟📺👥
 - exchanging ideas with peers or online Japanese-speaking contacts, presenting and expressing personal views on contemporary issues, eg environmental sustainability, education or youth culture, considering the relationship between culture and context 🌟🌟📺👥
 - discussing their responsibilities at home and at school, and comparing them with those of young people in Japan, noting the importance of community and collaboration in Japan, eg A は B より adjective です。日本のほうが adjective です。 🌟👥👉
 - building and using metalanguage to discuss language use, and reflecting on language learning 🗣️

- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLJAC182) 🌟👥
 - clarifying, expressing preference for, and summarising arrangements for a social outing 🌟👥
 - planning and preparing for a real or virtual trip or excursion to Japan, eg ~するつもりです。~したいです。~しようと思います。 🌟👥
 - planning and making shared arrangements for Japanese visitors to the school or a homestay, eg 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, using resources such as digital devices, street or rail maps (eg すみません、としかんはどこですか。) 🌟📺👥
 - planning and participating in learning experiences that combine linguistic and cultural elements, eg an excursion to a Japanese restaurant, exhibition, film festival or community event, by preparing and rehearsing language forms, structures and vocabulary 🌟🌐👥

Content for students with a background in Japanese

Students:

- initiate and sustain interactions with others to discuss ideas and points of view, for example: 🌟 🗨️
 - conducting a survey with Japanese people in the community to investigate a problem or issue in the school or local area, and discussing and determining solutions, eg 学校でリサイクル用のゴミ箱の数を増やすべきだと思いますか。👉 🌟 🗨️
 - debating an issue related to current affairs, such as environmental pollution, rapid urbanisation or a threat to public health or safety, eg その意見には反対です。環境保護はみんなの責任だと思います。👉 🌟 🗨️ 🗨️
 - monitoring the effectiveness of their own communication skills when sharing ideas and interests with others, eg when changing topics and taking turns in a conversation (eg その問題に対して、私の意見では、、、) 🌟 🗨️
- participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate, for example: 🌟 🗨️
 - initiating a school campaign to promote awareness of social issues or charity fundraising 🌟 🗨️
 - developing a survey, compiling a report, then writing to the principal/local government regarding a recent problematic policy, eg 大多数の人が、、、と思っている中で、_____と考えている人もいます。🌟 🗨️ 🗨️
 - planning a group event, designing activities and inviting friends, and writing a diary entry to reflect on the event 🌟 🗨️

Communicating

Accessing and Responding

Outcomes

A student:

- › identifies and interprets information in a range of texts LJA5-2C
- › evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences LJA5-3C

Related Life Skills outcomes: LJALS-2C, LJALS-3C

Content

Students:

- obtain and synthesise information and ideas from spoken, written, visual or multimodal texts, for example: (ACLJAC022, ACLJAC024) 🌟📺📱
 - obtaining information from a range of media texts, including television weather reports, interviews and digital video clips, and summarising key points 🌟📺📱
 - understanding the gist and recording specific details from texts, eg websites, newspaper articles, documentaries, reports or podcasts on popular topics 🌟📺📱📱
 - describing characters, settings or events in a film or *anime* 🌟📺
 - identifying key ideas or themes in texts that they have particularly enjoyed, giving reasons for their choice 🌟📱
 - identifying culture-specific terms and representations in Japanese promotional materials, eg travel brochures, symbols on maps, magazine features or online resources 🌟📺📱📱
 - listing in chronological order a day's events by comparing and synthesising information from a range of written, spoken and multimodal texts 🌟📱📱
- respond in English or Japanese to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience, for example: (ACLJAC023, ACLJAC024) 🌟📱
 - preparing multimodal presentations on aspects of Japanese lifestyles and cultural practices that invite comparison and contrast with their own experiences, eg fashion, music or *anime/manga*, or regional cooking 🌟📱📱
 - planning a real or virtual trip to a selected region of Japan, using resources such as internet sites and travel brochures to map out elements, eg transport, itineraries and selected events 🌟📱
 - reviewing a video clip, *anime* or film excerpt popular with Japanese students of the same age, identifying aspects that they enjoyed or disliked 🌟📱

Content for students with prior learning and/or experience

Students:

- obtain, interpret and evaluate information, ideas and opinions from a range of texts, for example: (ACLJAC184, ACLJAC186) 🌟👉
 - identifying underlying values, cultural references and the purpose and intended audiences of different types of community texts, eg advertisements or posters 🌟👉
 - interpreting and evaluating key perspectives or themes reflected in interview data collected from Japanese speakers discussing roles and responsibilities at home, school and in community contexts, and making comparisons with their own views on these topics 🌟👉👉
 - discussing how texts, such as films, plays, songs, *haiku* and folktales, present social issues, eg family, identity, status or humility 🌟👉
 - interpreting and representing key ideas from interview data collected from Japanese speakers regarding their roles and responsibilities in home, school and community contexts 🌟👉

- respond in English or Japanese to information, ideas and opinions, using different formats for specific contexts, purposes and audiences, for example: (ACLJAC185) 🌟👉
 - gathering information from sources to develop a digital travel guide for a proposed class visit to Japan 🌟📺👉
 - being interviewed for a real or imaginary part-time job based on information included in a personal profile or résumé 🌟👉
 - developing promotional materials, such as posters, leaflets or webpages, that encourage a healthy lifestyle based on research 🌟📺👉👉
 - researching and reporting on community attitudes towards, and challenges in relation to an environmental or social issue, using presentation techniques, eg Venn diagrams, digital displays, flowcharts or captioned photographic displays, eg ~によると、~の結果から____が分かりました。🌟🌟📺📺👉👉👉
 - reporting on individual and group contributions to different forms of social communication technologies on issues related to their own social worlds 🌟📺👉

Content for students with a background in Japanese

Students:

- access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoints, themes, stylistic devices, influences and values, for example: 🌟👉
 - identifying bias in texts, examining the values that influence bias, and discussing how bias differs from opinion and perspective 🌟👉
 - reading news articles and historical accounts of world events, celebrations or commemorations of historical significance, and exploring how the author's personal values and experiences influence their reporting on such events 🌟👉
 - examining ways in which information is presented in world news reports of events in Japanese-speaking communities 🌟👉
 - collate and compare information relating to a particular event from different sources, eg interviews with witnesses and various news media coverage
 - comparing literature across languages and cultures and recognising features of entertainment, eg identifying how magic and danger are used in the Harry Potter books and '千と千尋の神隠し' 🌟👉
 - discussing the features of a range of genres, eg memoirs, poems and moral tales, recognising how similar ideas are conveyed in different genres 🌟👉
- respond in Japanese to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences, for example: 🌟👉
 - writing a book or film review for a popular review website 🌟👉
 - evaluating how information is presented in diverse forms of media across cultures, eg comparing the impact of live news reports involving interviews with witnesses, and newspaper articles on the same event 🌟👉
 - researching and presenting own position on issues such as attitudes towards recycling, education in rural communities, or impact of social media on young people 🌟👉
 - developing an information kit supported by visuals about the local city or region to provide to Japanese visitors via a local tourism website, including details on history, including Aboriginal history identifying the local Aboriginal nation, people, language and sites significant to Aboriginal people, climate, environment and cultural activities 🌟👉

Communicating

Composing

Outcome

A student:

- › experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences LJA5-4C

Related Life Skills outcome: LJALS-4C

Content

Students:

- compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences, for example: (ACLJAC025) ✨📱📺
 - creating texts to inform others about or promote events, places or experiences, such as a poster or flyer for a multicultural event or a brochure about their school for a Japanese audience, eg ミュージカルにきてください。私の学校によろこそ。 ✨📱📺
 - using digital technologies to create a design to showcase Aboriginal and Torres Strait Islander cultures to young Japanese visitors to Australia, demonstrating knowledge of cultural protocols protecting Indigenous cultural and intellectual property 🙌 ✨📱📺
 - creating a digital persona or avatar in a Japanese-speaking fantasy world, incorporating aspects of Japanese culture ✨📱📺
 - documenting a day in the life of an imaginary or real character from familiar *anime*, *manga* or film ✨📺
 - creating short texts, eg 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 ✨📱📺
 - composing and performing a skit based on an imagined scenario ✨📺
- create a range of bilingual texts and resources for the school and wider community, for example: (ACLJAC027) ✨📱
 - creating an online bilingual class profile to send to a Japanese sister school, or to 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, eg interactions between a Japanese exchange student and an Australian host family ✨🌐📺
 - designing and maintaining a bilingual website with a Japanese sister school or another group of Japanese learners in Australia ✨📱📺
 - creating bilingual texts for specific audiences, eg songs or games for younger learners of Japanese, or a schedule for a Japanese festival likely to interest both English and Japanese speakers ✨📺

Content for students with prior learning and/or experience

Students:

- compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values, for example: (ACLJAC187) ✨📖👉
 - adapting existing texts to change the emotional effect, or to represent different cultural values or experiences, eg by changing the location, characters or era of a familiar story or cartoon, such as *Kaguyahime* ✨👉
 - composing and performing poems, songs, monologues or dialogues that reflect cultural values and personal experiences ✨👉
 - creating and performing a chant or rap for their peers about an important social issue, eg bullying and friendship ✨👉
 - 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 environment ✨📖👉
- create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example: (ACLJAC189) ✨👉
 - creating bilingual instructions for Japanese visitors about how to play various Australian and Japanese traditional sports ✨👉
 - producing bilingual texts, eg travel advice for exchange or study tour students, and reflecting on the process of working in both languages ✨👉
 - producing bilingual visual texts with subtitles, explaining important events, eg Australia Day, Anzac Day, Children’s Day in Japan ✨📖👉
 - creating a bilingual digital database that groups words and expressions associated with themes, fields or contexts, eg food, travel, the environment or school ✨📖👉

Content for students with a background in Japanese

Students:

- compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, and experimenting with genre, textual features and stylistic devices, for example: ✨📖👉
 - composing a speech on an aspect of popular youth culture for an audience of adults ✨👉
 - creating imaginative texts, using literary devices to achieve particular purposes, eg foreshadowing events and building up to the climax in a story, and experimenting with different language techniques ✨👉
 - presenting and discussing their own position on issues, such as attitudes towards recycling, employment in rural communities, or the impact of social media on young people, eg ~という考えにはあまり賛成できない。その理由として、A、B、Cの三つが挙げられる。 ✨👉🌟
- create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example: ✨👉
 - translating literary texts, eg poems, songs or short stories, using print and online dictionaries to develop their own linguistic repertoire and an understanding of the risks of word-for-word translation ✨📖👉
 - annotating translated literary texts, eg poems and novels, to show how translators maintain the original intention of authors in terms of stylistic devices ✨👉
 - writing a storybook for primary school students that explores an environmental issue ✨👉

Understanding

Systems of Language

Outcomes

A student:

- › demonstrates how Japanese pronunciation and intonation are used to convey meaning LJA5-5U
- › demonstrates understanding of how Japanese writing conventions are used to convey meaning LJA5-6U
- › analyses the function of complex Japanese grammatical structures to extend meaning LJA5-7U
- › analyses linguistic, structural and cultural features in a range of texts LJA5-8U

Related Life Skills outcomes: LJALS-5U, LJALS-6U, LJALS-7U, LJALS-8U

Content

Students:

- understand the intonation and phrasing patterns of spoken Japanese, recognising that most *kanji* have more than one reading, and that the pronunciation changes according to *kanji* compounds, for example: (ACLJAU030) 🗨️
 - identifying ways in which stress, intonation and body language convey meaning, eg the characteristic of rising intonation when asking questions in plain form or ~ましょう form, eg 行く ? 行きましょうか 🗨️
 - understanding how to make appropriate pauses in a sentence, by dividing the sentence into cohesive chunks to allow for the use of あいづち 🗨️
 - understanding that changes occur in *kanji* readings, eg 一月(がっ)、月(げっ)曜日 🗨️
- recognise and use *hiragana*, *katakana* and familiar *kanji* in texts, using knowledge of *kanji* to predict the meaning of new words, for example: (ACLJAU031) 🗨️
 - understanding that words in Japanese can be written using three different scripts 🗨️
 - 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, *onyomi* (音; 'reading' or 'sound'), Chinese-style pronunciation, and *kunyomi* (訓; *kun* 'reading' or 'explanation'), Japanese-style pronunciation 🗨️
 - developing strategies to predict the meaning of unknown words that contain familiar *kanji*, eg 学校しょうがっこう、中学校 🗨️

- understand and use Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas, for example: (ACLJAU032) 🗣️
 - further developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources, eg verb charts and lists of vocabulary and sentence structures 🗣️
 - using all tenses of verbs, eg ~ます form, ~ています form, ~ました form (よくスポーツをしますか?、どんな科目を勉強していますか。いつ日本語をはじめましたか。) 🗣️
 - past tense of adjectives/nouns, eg noun/na adjective +でした。'i' adjective +かったです。 🗣️
 - making suggestions, eg ~ませんか。Vましょうか。どうですか。いいですよ。そうしましょう。 🗣️
 - understanding the use of the plain form, recognising that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, as listed in dictionaries 🗣️
 - linking two sentences using で , eg スタジオジブリのアニメがすぎて、トトロが一番好きなキャラクターです。 🗣️
 - understanding that verbs can be divided into three groups according to the way in which they are conjugated: Group 1 (five-step verbs), Group 2 (one-step verbs) and Group 3 (irregular verbs) 🗣️
 - giving reasons, eg だから 🗣️
 - using demonstratives, directions and quantities, eg こちらはXX高校です。シドニーの北のほうにあります。学生が1200人います。 🗣️
 - using V たり structure to list two activities, eg オーストラリアでは、学生はサンドイッチを食べたり、売店で食べ物を買ったりします。でも、日本では学生は、たいていお弁当を食べます。 🗣️
 - using persuasive language, eg グリーンヒルズの日本まつりに行きましょう！楽しそうですね！ 🗣️
- investigate the impact of factors such as media, technology, globalisation and popular culture on Japanese, for example: (ACLJAU035) 🗣️🌐📺🗣️✳️
 - understanding that each region of Japan has its own dialect and accents, and that Japan, like Australia, also has Indigenous languages (*Ainu* language and culture) 🗣️🌐🗣️✳️
 - finding examples of ways in which social and cultural influences impact on language, eg the abbreviation of borrowed words in Japanese 🌐🗣️✳️
 - 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, eg fashion/food/music 🌐🗣️✳️
 - discussing possible reasons for changes in Japanese language use, eg exposure to other languages, changing attitudes to social practices, or involvement in social media and digital communication 🗣️🌐🗣️✳️
 - exploring the influence of Japanese popular culture in Australia and around the world, eg the influence of Japanese design and technology and the popularity of J-pop, electronic games, *anime*, *manga* and cosplay 🗣️🌐🗣️✳️

- apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts, for example: (ACLJAU033) 🗨️
 - applying their understanding of the function of cohesive devices, eg conjunctions, to sequence and link ideas and actions, eg (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 🗨️
 - using appropriate textual conventions to shape simple texts, eg 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 🗨️

Content for students with prior learning and/or experience

Students:

- apply intonation and phrasing patterns in both formal and informal speech, selecting appropriate readings of familiar *kanji* in different compounds, for example: (ACLJAU192) 🗨️
 - identifying the use of rising intonation when asking questions in casual speech without question indicator か, eg 行く? どう? 🗨️
 - understanding how to make appropriate pauses in a sentence, eg when declining an invitation (えいがはちょっと) 🗨️
 - understanding that changes occur in *kanji* readings 🗨️
- use knowledge of familiar *kanji* to predict the meaning of unknown words, for example: (ACLJAU193) 🗨️
 - 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, *onyomi* (音; on 'reading' or 'sound'), Chinese-style pronunciation, and *kunyomi* (訓; *kun* 'reading' or 'explanation'), Japanese-style pronunciation 🗨️
 - developing strategies to predict the meaning of unknown words that contain unfamiliar *kanji*, using clues, eg radicals 🗨️
 - writing some *kanji* compound words, eg 中国、外国語、新聞 🗨️
- understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures, for example: (ACLJAU194) 🗨️
 - further developing metalanguage to describe and increase control of grammatical concepts and language elements, and to organise learning resources, eg verb charts and lists of vocabulary and sentence structures 🗨️
 - understanding and applying the rules of the plain form, recognising that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, and that these forms are listed in dictionaries 🗨️
 - using verb tenses (past, present and future tenses) and verb conjugations in plain form, eg 食べる/食べた/食べない/食べなかった 🗨️

- understanding and using the different functions of verb ～て for making a request ～てください, and asking and giving permission ～てもいいです。
～てはいけません。/～てはなりません。
 - using plain verb つもりです。 to express what they are intending to do
 - using verb/adjective と思います。。。 to express opinions
 - using ～たり～たりします。 to list activities
 - increasing cohesion within paragraphs by using conjunctions, eg ですから
 - expressing an interest in something, eg (noun) +にきょうみがあります
 - using plain form of verbs, eg ことが好きです
 - using conditional form of verbs, eg たら、と、時、なら、ば
 - making assumptions and conclusions, using ～のようです。～みたいです。～そうです。～はずです。
- research the phenomenon of language change in Japanese-speaking communities, analysing and comparing language use of previous generations with contemporary use, for example: (ACLJAU197)
 - finding examples of ways in which social and cultural influences affect languages, eg the abbreviation of borrowed words in Japanese
 - reflecting on changes in their own language(s) and culture(s) due to influences such as technology and social media, eg 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, eg the influence of Japanese design and technology and the popularity of J-pop, electronic games, *anime*, *manga* and cosplay
 - investigating the state and nature of Indigenous Japanese languages, considering issues, eg language revival and reclamation, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia
 - understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: (ACLJAU195)
 - identifying the use of cohesive devices, eg conjunctions, to sequence and link ideas and actions in both Japanese and English media texts, such as the verb て form, だから、それに、それで
 - identifying features of familiar types of texts, eg 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, eg weather reports or text messages, including the use of abbreviations and emoticons, and noting differences that may be culturally significant
 - recognising textual conventions used in a letter, email or article, identifying elements, eg introductions, sequencing of ideas and the use of また to link paragraphs
 - comparing features of spoken and written versions of texts, eg spoken and print advertisements, face-to-face conversations and emails, to understand how text mode shapes structure and helps a text achieve its purpose

Content for students with a background in Japanese

Students:

- apply the Japanese sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts, for example: 🗨️
 - experimenting with rhythm, tempo, stress, pitch and intonation in different situations, analysing and comparing how differently they are used, eg when reading a story to an audience, or having a casual conversation with friends 🗨️
 - understanding different intonation and accents of dialects, and identifying in which regions the dialect is used 🗨️
 - analysing the relationship between use of voice and character types in films and television dramas, eg how the matriarch or patriarch of the family in Japanese dramas often has a stern and intimidating voice 🗨️
 - making connections between informal and formal forms of language and tone of voice, rhythm and pitch evident in conversation 🗨️
- apply knowledge of a wide range of *kanji*, and orthography to access a variety of vocabulary, for example: 🗨️
 - exploring 同音異義語 (same *kanji* compound reading with different meanings), eg 開放、解放、会報 🗨️
 - using 対義語 (*kanji* compounds that have opposite meanings), eg 応募-募集 🗨️
 - using 同義語 (synonyms) in order to describe an item, eg 本, in a more formal manner 書物 🗨️
 - exploring *kanji* and words that follow 非、不、未、無、反 that have negative connotations, eg 非難、不安、未開発、無責任、反対 🗨️
 - exploring affixes, eg ~的、~化 (eg 文化的、伝統的、近代化、機械化) 🗨️
- understand and apply complex grammatical structures to enhance communication and achieve particular effects, for example: 🗨️
 - using conditional form, eg と、たら、なら、ば and embedded questions to raise awareness of issues, eg このままこの状況が続くと、どんな問題が起きるか考えるべきだ 🗨️
 - using -より-の方が adjective です。~と比べて、、、~ほど(adjective) ない。to make comparisons 🗨️
 - emphasising particular nouns/concepts, by using こそ、さえ, eg この原因こそが解決されるべき問題だ。高校生でさえ理解できる社会問題だ。 🗨️
 - using passive, causative and passive-causative forms, eg 子供の時よく両親に勉強させられました。 🗨️
 - using partial negative forms, eg 一のではない、~訳ではない、~も/さえない、必ずしも~ない、~とは限らない and double negative forms, eg ~なく(は/も) ない、~ないこと(は/も) ない、~ない訳に(は/も) いかない、~ない訳で(は/も) ない to indicate a hesitant position 🗨️
 - using そう、見たい、らしい、よう to express how something appears and to make assumptions/conclusions 🗨️
 - using から、ので、~し、~んです。 to explain ideas 🗨️

- using potential forms to persuade, eg (verb) ことができます、(verb) れる/られる 🗨️
 - using persuasive language, eg はず、べき、、なければなりません。 🗨️
 - using the conditional form, eg 今この問題に取り組まなければ、、 🗨️
 - using reflective language, eg ～について考えさせられた。～について考える良い機会
だった。 🗨️
 - raising awareness of current issues by choosing descriptive words that show a high level of concern, eg 深刻な、絶滅の、危険な、 and analysing the impact of persuasive words and sentence structures on an audience 🗨️
 - comparing information from different sources, eg ～では、____と言われている一方で、____という
意見もある 🗨️
 - choosing the appropriate form of language, eg plain form and polite form 丁寧語、謙讓語、
尊敬語, depending on the audience and text types 🗨️
- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example 🗨️
 - identifying stylistic features of formal text types, eg 履歴書 (cover letter) 🗨️
 - comparing the way an argument is developed in different languages, eg in English the writer's position is stated upfront whereas in Japanese it is generally left until the conclusion and with a rhetorical question, leaving the reader to reflect on the issue, eg このままでいいのだろうか。今私
達に何ができるだろうか。 🗨️
 - analysing how to position oneself when writing for different purposes, eg in persuasive and evaluative writing 🗨️
 - examining ways in which authors use characterisation to incite sympathy or antagonism towards characters in literary texts, eg directly describing a character's personality compared to indirectly portraying the character's personality through their actions or through the reactions of others 🌐 🗨️

Understanding

The Role of Language and Culture

Outcome

A student:

- › explains and reflects on the interrelationship between language, culture and identity LJA5-9U

Related Life Skills outcome: LJALS-9U

Content

Students:

- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLJAU034, ACLJAU196) 🗨️
 - noticing differences in text structure and grammar between formal and informal Japanese language use, including abbreviations, dropping of particles and emphatic intonation in informal communication, eg 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(やまなか)さん、それは何ですか。 🗨️
 - identifying how variations in language use and communicative behaviours reflect emotions or attitudes, eg how respect, gratitude or embarrassment are expressed differently across languages and cultures, or showing humility/modesty when praised 日本語がじょうずですね。いいえ、あんまり 🗨️
 - comparing features of written and spoken Japanese that reflect different communicative purposes, eg formal grammatical structures in letters compared to conversational markers or interjections to support the flow of face-to-face conversation 🗨️
 - comparing verbal and nonverbal elements of communication in different languages and cultural contexts, eg ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or あいづち/silence, or ellipsis 🗨️
- understand that language, culture and communication are interrelated and shaped by each other, for example: (ACLJAU036) 🌐 🗨️
 - discussing ways in which learning Japanese can lead to new ways of thinking, behaving, or interpreting experiences and values, eg noticing and responding to demonstrations of politeness and respect through the softening of negative responses 🌐 🗨️
 - considering the cultural significance of language associated with interactions, eg issuing, accepting or declining invitations, leave-taking at social events, offering thanks, or giving and receiving gifts from Japanese speakers 🌐 🗨️
 - understanding that language carries cultural associations and indicates priorities in regard to individual, collective and family relationships 🌐 🗨️
 - identifying ways of communicating and behaving in Australian contexts that may appear unusual or inappropriate to Japanese speakers, eg eating in public places, sitting on the floor or desk, speaking loudly or using direct eye contact 🌐 🗨️

- reflect on intercultural experiences as a learner of Japanese, recognising how cultural identity influences ways of communicating, thinking and behaving, for example: (ACLJAC028, ACLJAC029) 🌐🌐🌐
 - recognising cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, eg 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, eg *お先 (さき) にどうぞ。がんばります。* 🌐🌐🌐
 - recognising the importance of active listening skills to conversational etiquette in Japanese, eg 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, eg culture, attitudes, assumptions and values 🌐🌐🌐
 - developing 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 🌐🌐🌐
 - identifying significant life events that are marked in Australia or Japan, 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 self, 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 🌐🌐🌐

Content for students with prior learning and/or experience

Students:

- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLJAU196) 🗣️
 - applying an understanding of Japanese values, eg respect (内/外^{うち そと}), by making appropriate language choices, eg 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, eg using expressions that deflect praise of self or own family to show modesty, eg 日本語がじょうずですね。いいえ、まだまだです。 🗣️
 - noticing differences in text structure and grammar between formal and informal Japanese language use, including abbreviations, dropping of particles and emphatic intonation in informal communication in face-to-face interactions, blogs, emails and other forms of correspondence, eg 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, eg ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or あいづち/silence 🗣️

- analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs, for example: (ACLJAU198) 🌐🗣️
 - discussing how the cultural value of (内/外^{うち そと}) is expressed through language, eg 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, eg えんりよ and 和 🌐🗣️
 - discussing their own and others’ attitudes towards cultural diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication 🌐🗣️
 - considering how contemporary expressions of individuality exemplified in some forms of contemporary Japanese youth culture relate to traditional concepts of conformity and collective identity 🌐🗣️

- reflect on how their own cultural identity both influences and is shaped by ways of communicating, thinking and behaving, for example: (ACLJAC190) 🌐🗣️
 - 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, eg by identifying Japanese expressions, behaviours or attitudes that might enrich their own perspectives 🌐🗣️

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

Content for students with a background in Japanese

Students:

- analyse how and why language use varies according to social and cultural contexts, relationships and purposes, for example: 🌐👤
 - exploring how female and male language differ, eg words and sentence endings. ~だわ。🌐🌐👤
 - finding words that reflect gender roles in Japan, eg 主婦、保母さん 🌐🌐👤
 - examining a level of politeness in language and how the language changes, depending on the audience, eg language between 先輩 and 後輩 at school and how to speak to 上司 at work 🌐🌐👤
 - viewing samples of 広告 for charity and non-profit organisations, and analysing the different ways in which imagery, voice and language use are combined 👤
- discuss how meanings vary according to cultural assumptions that Japanese and English speakers bring to interactions, and how mutual understanding can be achieved, for example: 🌐🌐👤
 - reflecting on their own cultural values and evaluating how these intersect with mainstream values when interacting in Japanese and English-speaking contexts 🌐🌐👤
- reflect on their language choices, and communicative and cultural behaviours in Japanese and English-speaking contexts, for example: 🌐🌐👤
 - reflecting on how their language choices, including the use of English and Japanese, are indications of their sense of identity within a particular context 🌐🌐👤
 - considering the differences in their own sense of identity in Australia and when they 'return home' (帰国) in terms of changes in social contexts and in their relationships with other participants in interactions 🌐🌐👤

Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *Japanese K–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the [collaborative curriculum planning process](#).

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- [Languages](#)
- [Special education](#)
- [Life Skills](#).

Years 7–10 Life Skills Outcomes

Table of Objectives and Outcomes

Communicating strand

<p>Objective</p> <ul style="list-style-type: none"> • Interacting: exchanging information, ideas and opinions, and socialising, planning and negotiating
<p>Life Skills outcome</p> <p>A student:</p> <p>LJALS-1C uses Japanese to interact with others in everyday contexts</p>
<p>Objective</p> <ul style="list-style-type: none"> • Accessing and responding: obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
<p>Life Skills outcomes</p> <p>A student:</p> <p>LJALS-2C accesses and obtains information from a range of texts</p> <p>LJALS-3C responds to information and ideas for a range of purposes and/or audiences</p>
<p>Objective</p> <ul style="list-style-type: none"> • Composing: creating spoken, written, bilingual, digital and/or multimodal texts
<p>Life Skills outcome</p> <p>A student:</p> <p>LJALS-4C composes texts in a range of formats</p>

Understanding strand

<p>Objective</p> <ul style="list-style-type: none"> • Systems of language: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place
<p>Life Skills outcomes</p> <p>A student:</p> <p>LJALS-5U explores Japanese pronunciation and intonation patterns</p> <p>LJALS-6U engages with letter combinations and/or symbols in Japanese</p> <p>LJALS-7U explores Japanese language patterns and structures</p> <p>LJALS-8U engages with a variety of text structures</p>
<p>Objective</p> <ul style="list-style-type: none"> • The role of language and culture: understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity
<p>Life Skills outcome</p> <p>A student:</p> <p>LJALS-9U explores their own and other languages and cultures</p>

Values and Attitudes Objectives

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

Years 7–10 Life Skills and Related Syllabus Outcomes

Communicating Strand

Objective <ul style="list-style-type: none"> • Interacting: exchanging information, ideas and opinions, and socialising, planning and negotiating 	
Life Skills outcome A student:	Related Stage 4 and 5 outcomes A student:
LJALS-1C uses Japanese to interact with others in everyday contexts	LJA4-1C uses Japanese to interact with others to exchange information, ideas and opinions, and make plans LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

Objective <ul style="list-style-type: none"> • Accessing and responding: obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts 	
Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
LJALS-2C accesses and obtains information from a range of texts	LJA4-2C identifies main ideas in, and obtains information from texts LJA5-2C identifies and interprets information from a range of texts
LJALS-3C responds to information and ideas for a range of purposes and/or audiences	LJA4-3C organises and responds to information and ideas in texts for different audiences LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

Objective	
<ul style="list-style-type: none"> • Composing: creating spoken, written, bilingual, digital and/or multimodal texts 	
Life Skills outcome	Related Stage 4 and 5 outcomes
A student:	A student:
LJALS-4C composes texts in a range of formats	LJA4-4C applies a range of linguistic structures to compose texts in Japanese using a range of formats for different audiences LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese using a range of formats for a variety of contexts, purposes and audiences

Understanding Strand

<p>Objective</p> <ul style="list-style-type: none"> • Systems of language: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place 	
<p>Life Skills outcomes</p> <p>A student:</p>	<p>Related Stage 4 and 5 outcomes</p> <p>A student:</p>
<p>LJALS-5U explores Japanese pronunciation and intonation patterns</p>	<p>LJA4-5U applies Japanese pronunciation and intonation patterns</p> <p>LJA5-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning</p>
<p>LJALS-6U engages with letter combinations and/or symbols in Japanese</p>	<p>LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions</p> <p>LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning</p>
<p>LJALS-7U explores Japanese language patterns and structures</p>	<p>LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas</p> <p>LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning</p>
<p>LJALS-8U engages with a variety of text structures</p>	<p>LJA4-8U identifies variations in linguistic and structural features of texts</p> <p>LJA5-8U analyses linguistic, structural and cultural features in a range of texts</p>

Objective	
<ul style="list-style-type: none"> • The role of language and culture: understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity 	
Life Skills outcome	Related Stage 4 and 5 outcomes
A student:	A student:
LJALS-9U explores their own and other languages and cultures	LJA4-9U identifies that language use reflects cultural ideas, values and beliefs LJA5-9U explains and reflects on the interrelationship between language, culture and identity

Years 7–10 Life Skills Content

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.

Communicating

Interacting

Outcome

A student:

- › uses Japanese to interact with others in everyday contexts LJALS-1C

Related Stage 4/5 outcomes: LJA4-1C, LJA5-1C

Content

Students:

- use language to interact with peers and known adults, for example: 🌟 🌟
 - understanding and responding to greetings 🌟
 - initiating questions, eg おなまえは？ 🌟
 - responding to questions, eg ～さいですか。 🌟
 - introducing themselves and others, eg はじめまして。____です。 🌟
 - engaging in a conversation, eg about themselves, their hobbies, their family, their weekend plans, eg かぞくはなにんですか。えいがいきますか。 🌟 🌟
 - sharing information on a topic of interest such as sport, eg スポーツをしますか。
 - sharing opinions and ideas about what they like to do in their spare time, eg テレビをみますか。コンピューターゲームをしますか。 🌟 🌟
- engage in everyday collaborative activities and participate in classroom routines, for example: 🌟 🌟
 - following instructions, eg to learn a song or game, to put their pencil down 🌟 🌟
 - collaborating with others in a shared event, eg planning a weekend outing to the cinema, arranging to meet for lunch, organising a birthday party 🌟 🌟
 - sharing information about aspects of their personal world, such as family (eg ～人かぞくです。), friends, entertainment, sport or leisure 🌟 🌟
 - responding to cues for turn-taking 🌟 🌟
 - responding to directions, eg turn left, go straight ahead
 - responding to classroom instructions, eg 見てください。すわってください。たってください。 🌟
 - seeking help or permission 🌟
 - offering suggestions, eg ～にいきましょう。、～をしましょう 🌟
 - expressing opinions, eg ～がすきです。 🌟 🌟
 - accepting or declining an invitation, はい、どうぞ、～はちょっと 🌟 🌟

Content for students with prior learning, experience and/or background

Students:

- initiate and sustain interactions with peers and known adults, for example: 🌟 🗨️
 - initiating conversations 🗨️
 - responding to questions about themselves, eg なんにんかぞくですか。 🌟 🗨️
 - sharing an opinion and/or point of view, eg why their sports team should win the competition 🌟 🗨️
 - sharing their thoughts, feelings and/or preferences, eg about owning and caring for a pet 🌟 🗨️
 - sharing experiences online with a Japanese friend about life at an Australian school 🌟 📺 🗨️
 - sustaining interactions by asking questions, eg なんさいですか。 🌟 🗨️
 - engaging in a conversation, eg about themselves, favourite film stars 🗨️

- engage in everyday collaborative activities that involve planning and negotiating, and participate in classroom routines, for example: 🌟 🗨️
 - asking for clarification 🗨️
 - seeking help, permission and advice 🗨️
 - giving and following instructions, eg to learn a song or game, to put their book on the shelf 🗨️
 - allocating and swapping roles in group activities 🗨️
 - responding to invitations by accepting or declining with reasons 🗨️
 - expressing ideas and opinions 🌟 🗨️
 - offering suggestions and advice, eg ~ましよう。 🗨️
 - collaborating with others in a shared event, eg planning a weekend outing to the cinema, arranging to meet for lunch 🌟 🗨️
 - collaborating with others to negotiate, solve problems and make decisions, eg choosing when and where to meet, which restaurant to eat at, which film to see and which session time
 - collaborating with others, providing reasons for opinions, thoughts and ideas 🌟 🗨️
 - responding to open-ended questions about learning activities, eg ~は adjective です。 🌟 🗨️

Communicating

Accessing and Responding

Outcomes

A student:

- › accesses and obtains information from a range of texts LJALS-2C
- › responds to information and ideas for a range of purposes and/or audiences LJALS-3C

Related Stage 4/5 outcomes: LJA4-2C, LJA4-3C, LJA5-2C, LJA5-3C

Content

Students:

- access texts and locate information, for example:
 - identifying known words and phrases, eg in conversation, songs and rhymes
 - recognising known words and phrases, eg where animals are located on a zoo map
 - locating information on a map, eg using a street map or online map
 - listening for key information, eg numbers or names
 - obtaining specific information from written texts in a variety of ways, eg matching words with pictures, sequencing words and sentences
 - locating and identifying key information in texts, eg timetables, a birthday party invitation and menus
 - identifying features of objects and/or people, eg long hair, red apples
 - engaging with a recipe, eg naming the ingredients in a video demonstrating how to make a simple Japanese meal
 - comparing packaging of Japanese goods with those of English-speaking countries
- respond to information in a variety of formats using modelled language, for example:
 - using body language or gestures to respond to information on a familiar topic
 - responding to a story by creating a scrapbook with images and captions, eg to introduce the main characters (～さんです。ねこがすきです。)
 - creating a poster from a survey of friends, eg their likes and dislikes, and labelling it in Japanese, eg ～がすきです。
 - gathering information about where their friends went or what they did on the weekend to make a presentation, eg place に行きました。activity を verb ました。
 - presenting information gathered from multiple sources, eg a class survey, a video clip, an avatar of a Japanese student
 - responding to information in a variety of formats, eg a poster, a news item or a notice
 - representing gathered information by restating key phrases, and supporting presentations with pictures, charts or graphs
 - responding to ideas and opinions in a blog, eg which is the best computer game

Content for students with prior learning, experience and/or background

Students:

- access and select relevant information and ideas from a range of texts, for example: 🌟📖
 - accessing texts and identifying main points and specific details 📖📖
 - locating and identifying relevant information in texts, eg focusing on familiar and predictable situations and answering questions in English or Japanese 🌟📖📖
 - accessing and gathering information from a range of sources, eg about schools, pop music, sport in Japan and Australia 🌟🌟📖📖
 - organising and interpreting information, eg recording information in a timeline or profile about a famous person or event 🌟📖📖
 - describing information and ideas gathered from texts, eg describing a character from a Japanese *anime* or pop culture video 🌟📖
 - gathering opinions and points of view on a topic, eg recycling, social networking time or fashion styles 🌟📖

- respond to information on a range of topics, events or experiences in a variety of formats, for example: 🌟📖
 - gathering information about a special Japanese event, eg a festival, and presenting a short report, using photos, illustrations, captions or diagrams 🌟📖📖
 - collating information from a class survey to give a presentation, eg about where their friends went or what they did on the weekend, describing what they thought of their experiences ～に
いきました。、～をしました。～をみました。たのしかったです。📖
 - creating a shopping list of ingredients required to cook a simple Japanese meal from a recipe 🌟📖
 - responding to a story by creating a scrapbook, eg ～は adjective です 🌟📖
 - representing gathered information using posters and supporting presentations with simple statements and pictures 🌟📖
 - presenting a short talk using information gathered from multiple sources 🌟📖
 - presenting findings, eg of a class survey in a table or graph in English or Japanese 🌟📖📖
 - researching information about a popular tourist destination in Japan and creating a brochure 🌟📖
 - sharing ideas and opinions and gathered from different sources, eg about an event in Australian history or a social issue such as healthy eating 🌟📖

Communicating

Composing

Outcome

A student:

- › composes texts in a range of formats LJALS-4C

Related Stage 4/5 outcomes: LJA4-4C, LJA5-4C

Content

Students:

- compose texts in a variety of formats, using modelled language, for example: 🌟📖👉
 - labelling photos from a school excursion in Japanese for classroom display, eg ~です 👉
 - creating a greeting card to a friend to say ‘hello’ or wish them ‘Happy Birthday’ 🌟👉
 - creating a menu using images, word banks and sample sentence patterns for a class restaurant 🌟👉
 - producing a poster, eg of pets, using photos and descriptions 🌟👉
 - creating a digital shopping list for a recipe 🌟📖👉
 - composing a self-introduction speech for meeting new students 🌟👉
 - completing speech bubbles in a comic strip 🌟👉
 - writing lyrics to a rap song using familiar words 🌟👉
 - recounting a special event, eg their birthday 🌟👉🎂
- create bilingual texts, for example: 🌟👉
 - labelling the school map in Japanese 🌟👉
 - creating cards for peers to learn new vocabulary 🌟👉
 - creating a bilingual picture dictionary of new words 🌟👉
 - creating a poster of classroom items labelled in Japanese and English 🌟👉
 - creating a bilingual poster, eg for the zoo, for the school canteen or a school map 🌟👉
 - making an online dictionary of learnt vocabulary for the class 🌟📖👉
 - collecting (online) products used internationally and comparing and contrasting their packaging between English and Japanese 🌟👉

Content for students with prior learning, experience and/or background

Students:

- compose texts in a variety of formats for different contexts and purposes, for example: 🌟📖📱
 - writing a recount, eg of a school excursion for the school newsletter, eg ～にいきました。 🌟📱
 - creating a menu with some details about each item for a class restaurant 🌟📱
 - writing a diary entry, eg about a day's experience at school, and selecting phrases about how they felt, eg たのしかったです。 🌟📱
 - producing an advertisement, eg for a class restaurant, promoting what food the restaurant offers 🌟📱
 - creating imaginative texts to share with younger students, eg a cartoon about a holiday adventure 🌟📱

- create bilingual texts for the classroom and the wider community, for example: 🌟📱
 - creating bilingual posters for the classroom, eg これは noun です。 📱
 - producing a word bank containing vocabulary learnt in class 📱
 - creating a video for the class, eg about favourite people and things, spoken in Japanese with English (or other language) subtitles 🌟📖📱
 - writing a simple article and labelling photos, eg for a school newsletter or local newspaper 🌟📱
 - creating a bilingual notice, eg for the school to notify Japanese parents of a fundraising activity 🌟📱
 - writing lyrics in Japanese to a well-known song 🌟📱

Understanding

Systems of Language

Outcomes

A student:

- › explores Japanese pronunciation and intonation patterns LJALS-5U
- › engages with letter combinations and/or symbols in Japanese LJALS-6U
- › explores Japanese language patterns and structures LJALS-7U
- › engages with a variety of text structures LJALS-8U

Related Stage 4/5 outcomes: LJA4-5U, LJA4-6U, LJA4-7U, LJA4-8U, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U

Content

Students:

- recognise features of the Japanese sound system, such as pitch, accent, rhythm and intonation, for example: 🗣️
 - recognising non-verbal communication, eg bowing, two hands for giving and receiving, waving 🙏🙌
 - recognising tone, pitch and volume varies according to speaker's mood 🗣️
 - recognising the use of raised pitch to ask shortened questions, eg おなまえは？ 🗣️
 - identifying the characteristic of rising intonation when asking questions using ~ましょう form, eg 行きましょうか？ 🗣️
- recognise features of the Japanese writing system using scaffolds, for example: 🗣️
 - recognising that *hiragana* represent sounds and when put together form words 🗣️
 - rearranging *hiragana* characters from あ〜ん groups
 - recognising different ways of writing some *hiragana*, such as き、さ、り、や 🗣️
 - recognising common *katakana* words, eg own name, Australia and the city/town where they live 🗣️
 - recognising that *kanji* represent meaning and sometimes whole words 🗣️
 - creating *hiragana*, *katakana* and *kanji* cards to link shape and sound of the character with an image 🗣️
 - using digital technologies to arrange/organise *hiragana* or *katakana* to form words 🖥️🗣️
 - forming words by rearranging script written on individual cards 🗣️
 - understanding that *katakana* is used for a range of purposes, eg to occasionally emphasise words/texts, for onomatopoeia 🗣️
 - practising writing script using models 🗣️

- recognise elements of Japanese grammar and sentence patterns, for example: 📖
 - responding to and making polite requests ～をください。📖
 - using verbs related to daily activities, eg ～にいきます。～をします。📖
 - making simple statements, eg ～は noun/adjective です。📖
 - using a range of verb forms and tenses, eg ～ます・ません、ました・ませんでした、
ましよう、～ています。📖
 - manipulating sentence patterns through substituting nouns, adjectives and verbs in the
correct places 📖

- recognise the dynamic nature of Japanese and other languages, for example: 📖📖📖✳️
 - recognising Japanese words that are commonly used in English, eg *sushi, karaoke, manga, karate, judo* 📖📖
 - recognising words in Japanese that have come from English or other languages, eg テニス、ハ
ンバーグ、パーク、パン 📖📖✳️
 - recognising that languages and cultures change continuously due to contact with one another
and in response to new ideas and developments in communications and technology, eg ラップ
トップ、ダウンロード、チャット 📖📖✳️

- explore how different texts are structured, for example: 📖
 - recognising an invitation because of how it is formatted 📖
 - recognising the structure and logical flow of a self-introduction speech 📖
 - recognising the format of picture books and songs 📖
 - identifying the format of text types, eg greeting card, email, map, menu, timetable 📖📖

Content for students with prior learning, experience and/or background

Students:

- recognise and use Japanese pronunciation and intonation patterns, for example:
 - recognising structure of Japanese syllabary and pronouncing sounds correctly
 - applying correct pronunciation and intonation when speaking
 - explaining pronunciation of sounds for which there is no English equivalent
 - reflecting on the difference between Japanese and English intonation
 - correctly pronouncing words which have dropped vowel sounds, eg です、まし〜た
- recognise and use *hiragana*, *katakana* and some *kanji*, referring to charts and lists, for example:
 - recognising that Japanese can be written vertically or horizontally and has various typefaces in printed form
 - recognising familiar words written in *hiragana* and *katakana*
 - identifying the meaning of familiar *kanji*, eg being able to match *kanji* with related image
 - matching *kanji* with *hiragana*
 - understanding the use of basic Japanese punctuation marks, eg a まる (。) 、 てん (、) and quotation marks 「 」
 - understand different ways of reading *kanji*
 - converting *hiragana* to correct *kanji* when creating digital texts
- recognise and use elements of Japanese grammar and sentence structure, for example:
 - recognising different question words, eg 何、どこ、何曜日、どんな、いつ、いくら、だれ
 - using い and な adjectives in the present tense in basic sentences, eg たのしい、たのしくない、ゆうめいな、ゆうめいじゃない
 - using a range of verbs related to daily activities, eg 行きます、見ます、たべます、かきます、よみます、ききます、はなします、します
 - using basic time expressions, eg days of the week and months, eg まい日、ときどき
 - using particles, eg noun connective と
 - building vocabulary that relates to familiar environments, eg the classroom, family and personal world, and that can be used for cross-curricular content learning
 - manipulating verb tense to communicate about past experience
 - manipulating adjectives to communicate about past experience
 - manipulating verbs to use volitional form
- explore how Japanese has changed, for example:
 - exploring the existence of foreign words in Japanese that are written in *katakana*
 - exploring the influence of technology and globalisation on Japanese
 - exploring popular music in Australia and Japan, noticing similarities and differences
 - recognising the spread of youth culture through the internet, through exploring concepts, eg the use of English words in Japanese music, cartoons or advertising
 - participating in discussion about the origin of borrowed words and how they came to be adopted in the Japanese language

- explore and recognise textual conventions of familiar multimodal texts, for example: 📖
 - recognising Japanese texts and discussing how the content is organised, including headings, images, use of scripts and fonts 📖
 - recognising that Japanese texts can include either たてがき or よこがき, according to the context, purpose and intended audience 📖
 - using digital tools to write text in Japanese 🖨️ 📖
 - using conventions associated with learning to use *genkoyoshi*, eg the size of small characters, the position in the square and the placing of punctuation 📖
 - demonstrating how to create structure when writing paragraphs 📖
 - applying knowledge of text features to locate key information in a range of texts, eg maps, menus, emails, narratives and recipes 📖
 - explaining location of key information in a range of texts, eg maps, menus, emails, narratives and recipes 🖨️ 📖

Understanding

Role of Language and Culture

Outcome

A student:

- › explores their own and other languages and cultures LJALS-9U

Related Stage 4/5 outcomes: LJA4-9U, LJA5-9U

Content

Students:

- explore how language changes in formal and informal contexts, for example: 🌐👤
 - noticing that greetings can change when talking to teachers or peers 🌐👤👤
 - observing and participating in interactions with a range of participants, and discussing how different people use language in different ways, eg a range of ways of greeting and farewelling 🌐👤👤
 - using appropriate name suffixes, eg さん、せんせい 🌐👤
 - varying basic phrases according to the relationship, age and familiarity, eg おはよう to friends, but おはようございます to the teacher 🌐👤
- explore links between language, culture and behaviours, for example: 🌐👤
 - recognising that there are culturally appropriate language and behaviours for particular contexts 🌐👤
 - comparing classroom interactions in their own class to those seen in videos of Japanese classrooms 🌐🌐👤
 - practising Japanese hand gestures that avoid pointing at others, eg counting, beckoning, indicating others 🌐🌐👤
 - bowing when greeting, thanking, apologising 🌐🌐👤👤
 - explore how Japanese has many words for ‘please’, ‘I’m sorry’, ‘hello’ or ‘goodbye’, eg どうぞ、ください、おねがいします and いただきます、いってきます、いってらっしゃい、ただいま、おかえりなさい。 🌐🌐👤
 - recognising the importance of declining politely 🌐🌐👤👤
- explore their own and others’ lifestyles, beliefs and cultural practices, for example: 🌐🌐👤👤
 - recognising that there are Japanese-speaking communities outside Japan, eg in the United States, in particular Hawaii, and South America, and that Japanese is widely taught in many countries around the world and within the Asia–Pacific region, including Australia 🌐🌐👤
 - exploring the range of languages spoken in Australia, including Aboriginal, Torres Strait Islander languages and Aboriginal English, and identifying people in the local community or in the media who speak a different language, eg ‘My mum’s friend is from Japan, and she speaks Japanese.’, ‘the local Elders speak the language of their Country.’ 🌐🌐👤
 - exploring examples of both traditional and modern entertainment and recreational activities 🌐👤
 - sharing information about themselves and their family background, eg their age, interests, country of origin and languages spoken 🌐👤👤
 - comparing interests and hobbies of students in Japan with their own 🌐🌐👤

- comparing their own family grouping and values with that of others 🌐🌐🌐
- comparing Japanese and Australian lifestyles related to festivals and celebrations, including music, traditional clothing, food staples and cooking styles, and discussing own engagement with these 🌐🌐🌐
- discussing the different languages spoken by Australian families and by peers, including Aboriginal and Torres Strait Islander languages 🗣️🌐🌐
- examining pictures of different marketplaces and noticing differences between food markets and grocery stores in Japan and Australia 🌐🌐🌐
- participating in a shared meal of Japanese food and identifying that customs associated with eating vary according to culture 🌐🌐🌐
- participating in a Japanese game, eg *jan ken*, experiencing the values that lie beneath, that is to resolve conflict between two people without embarrassment to either person 🌐🌐

Content for students with prior learning, experience and/or background

Students:

- explore how language changes in formal and informal contexts, for example: 🗣️
 - noticing that *です/ください* might be left out in casual speech 🗣️
 - recognising the use of the prefixes *お* before some words to indicate respect, eg *おなまえは？おはし、どうぞ。* 🗣️
 - using polite language when speaking to seniors/teachers/Japanese guests and students, eg *—さん、先生* 🗣️
 - using formulaic expressions and polite greetings in daily life and at school in class, eg *おはようございます！、ありがとうございます、すみません、どうぞよろしく* 🗣️
- explore the relationship between language, culture and behaviour, for example: 🌐🌐
 - recognising that the Japanese language has many ways of expressing values, eg consideration and respect, eg *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, eg *ちょっと…。あんまり…。* 🌐🌐
 - noticing that a focus on ‘self’ is avoided in Japanese by the minimal use of the pronoun ‘I’ in interactions 🌐🌐
 - exploring difference and diversity of cultural expression in Australia, including Aboriginal and Torres Strait Islander Peoples, eg celebrations, food, music, art, craft, beliefs/protocols, dance and traditional clothing 🗣️🌐🌐
 - exploring the notion of belonging through shared culture and behaviour 🌐🌐
 - participating in exchanging good wishes in celebrations and comparing cultural practices of celebration around the world 🌐🌐🗣️
- explore how aspects of identity, including family background, traditions and beliefs, influence us, for example: 🌐🌐
 - recognising that identity can be reflected through speech, eg the use of colloquial language 🌐🌐
 - participating in class discussions about own and others’ cultural practices 🌐🌐
 - considering how Japanese language and interaction patterns used in familiar routines reflect traditions and beliefs, eg language used at mealtimes, such as *いただきます*. that reflects traditional practices and values associated with family life 🌐🌐

- demonstrating respect for diverse cultural practices, eg differences in speech, dress, celebrations and beliefs 🌐 🏠 🌟
- adopting Japanese ways of communicating that reflect cultural values and practices, eg the expression of respect or familiarity, eg 母、ママ and お母さん、～さん and ～せんせい 🌐 🏠 🌟

Assessment

Standards

The NSW Education Standards Authority (NESA) *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA website that provide examples of levels of achievement within a Stage.

Syllabus outcomes in Japanese contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, Assessment as Learning and Assessment of Learning are three approaches to assessment that play an important role in teaching and learning. The NESA K–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching.

Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Further advice on programming and appropriate assessment practice is contained on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

Assessment for Students with Special Education Needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of [collaborative curriculum planning](#).

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- [Languages](#)
- [Special education](#)
- [Life Skills](#).

Reporting

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in Japanese provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. Teachers apply the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

Glossary

Glossary term	Definition
Aboriginal and Torres Strait Islander Peoples	<p>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.</p> <p>An Aboriginal and/or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none"> • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.
accent	A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.
activity	A game or other teaching strategy that is used to rehearse learned language. Playing a game of bingo, singing a song or writing and acting out a role-play are examples of activities where language is modelled and practised. 'Classroom activities' is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and learning tasks.
adjective	A word that modifies or describes a noun or pronoun, eg <i>astonishing</i> in <i>an astonishing discovery</i> .
adverb	A word class that may modify or qualify a verb, an adjective or another adverb, eg <i>beautifully</i> in <i>She sings beautifully</i> ; <i>really</i> in <i>He is really interesting</i> ; <i>very</i> and <i>slowly</i> in <i>She walks very slowly</i> .
adverbial	A word or group of words that functions as an adverb, eg <i>at the speed of light</i> .
aesthetic	Relates to a sense of beauty or appreciation of artistic expression.
audience	Intended readers, listeners or viewers.
authentic (texts/materials)	Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.
author	A composer or originator of a work, eg a novel, film, website, speech, essay, autobiography.
backchannelling	The way of showing a speaker that you are following what they are saying and understand, often through interjections, eg <i>I see, yes, OK</i> .
bilingualism	An ability to use two languages.

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biography	A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.
character components	Individual elements of a written character which have a separate linguistic identity.
characters	(i) graphic symbols used in writing in some languages (ii) assumed roles in dramatic performance
clause	A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.
CLIL	Content and Language Integrated Learning. An approach to learning content through an additional language.
cohesion	That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (eg <i>study/laze about, ugly/beautiful</i>), repetition (eg <i>work, work, work – that's all we do!</i>) and collocation (eg <i>friend</i> and <i>pal</i> in <i>My friend did me a big favour last week. She's been a real pal.</i>)
communication	A mutual and reciprocal exchange of meaning.
composing	A process of producing spoken, written, graphic, visual or multimodal texts. It also includes applying knowledge and control of language forms, features and structures required to complete the task.
compound sentence	A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as <i>or, and, but</i> . In the following examples, the main clauses are indicated by square brackets: [Alice came home this morning] <i>but</i> [she didn't stay long]. [Kim is an actor], [Pat is a teacher], <i>and</i> [Sam is an architect].
conjunction	A part of speech that signals relationships between people, things, events, ideas, eg Sophie <i>and</i> her mother might come, or they might stay at home. The conjunction <i>and</i> links the two participants, while <i>or</i> links alternative.
context	An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.
convention	An accepted language or communicative practice that has developed and become established over time, eg the use of punctuation or directionality.

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copula	<p>A verb meaning 'to be' (です). です can be used to show identity (eg <i>Max is a dog</i>), properties (eg <i>furry</i>), state (eg <i>happy</i>), and membership in a set (eg <i>one of my pets</i>).</p> <p>While the English 'to be' can also be used to show existence (<i>I am in my living room</i>), Japanese has two separate verbs for this purpose: いる for animate objects (animals, people, robots) and ある for inanimate objects.</p>
Country	Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.
create/compose	Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.
cues	Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.
culture	<p>In earlier models of language teaching and learning, culture was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture.</p> <p>Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:</p> <ul style="list-style-type: none"> • see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity. <p>Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.</p>
dialect	A variant of a language that is characteristic of a region or social group.
digital media	Various platforms via which people communicate electronically.
digital texts	Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.
directionality	A direction in which writing/script occurs, eg from left to right, right to left.

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ellipsis	<p>Ellipsis is the omission of words where:</p> <ul style="list-style-type: none"> • words repeat what has gone before and these terms are simply understood, eg <i>The project will be innovative. To be involved (in the project) will be exciting.</i> • a word like <i>one</i> is substituted for a noun or group, as in <i>There are lots of apples in the bowl. Can I have one?</i> • a cohesive resource that binds text together and is commonly used in dialogue for speed of response, eg <i>(Do you) Want a drink?/Thank' (I would like a drink)</i> • three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an on-screen menu • the points of ellipsis take the place of sections of text when quoting from a source.
exercise	<p>A teaching strategy that is used to practise learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.</p>
form-focused learning activities	<p>Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features, eg drills, rehearsed role-plays/dialogues, games and songs, set sequences of language patterns.</p>
formulaic language	<p>Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, eg <i>Once upon a time</i> (story-starter); <i>G'day, how are you going?</i> (greeting in Australian English).</p>
<i>gairaigo</i>	<p>The Japanese word for 'loan words' or 'borrowed words' that have been incorporated into the Japanese language from many other languages.</p> <p>In more modern times, <i>gairaigo</i> have come from English, in particular, and from languages such as Portuguese, Dutch, German, French and Italian.</p> <p><i>Gairaigo</i> are pronounced using Japanese pronunciation rules and Japanese syllables.</p>
genre	<p>A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.</p> <p>The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.</p>
gist	<p>The general meaning or most important piece of information in a text.</p>

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honorific	A grammatical form, typically a word or affix, which has, in at least part of its meaning, the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasise social distance or status.
identity	A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Non-background language learners' experiences with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.
idiomatic expressions	A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit, eg <i>I am over the moon; on thin ice; a fish out of water; fed up to the back teeth.</i>
Indigenous cultural and intellectual property	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.
Indigenous Peoples	This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander Peoples within Australia.
input	Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.
intercultural capability	<p>An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours.</p> <p>Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.</p>

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intercultural language teaching and learning	An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language-culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).
interpret	In the context of second or additional language learning, 'interpret' refers to two distinct processes: <ul style="list-style-type: none"> • the act of translation from one language to another • the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others.
intonation	A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, eg to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.
language	A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate. Language is described and employed: <ul style="list-style-type: none"> • as code – comprising systems, rules, a fixed body of knowledge; for example grammar and vocabulary, sound and writing systems • as social practice – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable and changing ways • as cultural and intercultural practice – means by which communities construct and express their experience, values, beliefs and aspirations • as cognitive process – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.
language features	Features of language that support meaning, eg sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.
language patterns	Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

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language systems	Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.
learning task	<p>Learning tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises, the learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms.</p> <p>The learning task may be authentic, eg to conduct a Japanese-speaking person around a school or to participate in an experiment; or simulated, eg to compose an email to a Japanese-speaking friend or read a friend's blog.</p> <p>Learning tasks provide the organising structure and context for meaning-focused language learning.</p>
macro skills	Four major language skills of listening, reading, speaking and writing.
manipulate	To change or alter the vocabulary or syntax of a sentence.
media texts	Spoken, print, graphic or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.
metalanguage	A vocabulary used to discuss language conventions and use (for example language used to talk about grammatical terms such as sentence, clause, conjunction; or about the social and cultural nature of language, such as face, reciprocating, register).
mnemonic	Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.
mode	Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.
monolingual	Using only one language.
multimodal text	A text which involves two or more communication modes; for example the combining of print, image and spoken text in film or computer presentations.
narrative	A story of events or experiences, real or imagined.
noun	A part of speech that includes all words denoting physical objects such as <i>man, woman, boy, girl, car, window</i> . These are concrete nouns. Abstract nouns express intangibles, such as <i>democracy, courage, success, idea</i> .

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off-Country	Taking place away from Aboriginal land or Country of origin.
on-Country	Taking place on Aboriginal land or Country of origin.
onomatopoeia	The formation of a word by imitating the sound associated with the object designated.
orthography	Writing words correctly according to common usage.
performance	A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.
phonological awareness	Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.
pictogram	A graphic depiction of the meaning represented in a <i>kanji</i> .
Place	A space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. Places are spaces that have varying degrees of spirituality.
plurilingual	An ability to use several languages.
prefix	A meaningful element (morpheme) added before the main part of a word to change its meaning, eg <i>un</i> in <i>unhappy</i> .
preposition	<p>A part of speech that precedes a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:</p> <ul style="list-style-type: none"> • space/direction (for example <i>below, in, on, to, under</i> – eg <i>She sat on the table</i>) • time (for example <i>after, before, since</i> – eg <i>I will go to the beach after lunch</i>) • those that do not relate to space or time (for example <i>of, besides, except, despite</i> – eg <i>He ate all the beans except the purple ones.</i>) <p>Prepositions usually combine with a noun group or phrase to form a prepositional phrase, eg <i>in the office, besides these two articles.</i></p>
productive language	One of two aspects of communication through language (see receptive language) involving the ability to express, articulate and produce utterances or texts in the target language.
pronoun	A part of speech that refers to nouns, or substituting for them, within and across sentences, eg <i>Ahmad chose a chocolate cake. He ate it that evening</i> (where <i>he</i> and <i>it</i> are personal pronouns; and <i>that</i> is a demonstrative pronoun).
pronunciation	A manner in which a syllable is uttered.

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question	<p>A commonly employed prompt to find out information. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:</p> <ul style="list-style-type: none"> • closed questions are questions for which there are predictable answers, eg <i>What time is it?</i> These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinised interactions. They are frequently used to scaffold early language development. • open questions are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners, eg <i>How do you feel about that? What do you think might happen next?</i> They are used as stimulus for discussion, reflection and investigation. <p>Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.</p>
receptive language	<p>One of the two components of communication through language (see productive language): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.</p>
register	<p>A variety of language used for a particular purpose or in a particular situation, the variation being defined by <i>use</i> as well as <i>user</i>, eg informal register or academic register.</p>
romanisation	<p>A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.</p>
scaffolding	<p>Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.</p>
script	<p>A writing system in which characters or symbols represent components of language (letters, syllables, words).</p>
speak	<p>Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.</p>

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stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
stress	An emphasis in pronunciation that is placed on a particular syllable of a word, eg <i>She will conduct the orchestra; her conduct is exemplary.</i>
suffix	A meaningful element added after the root of a word to change its meaning, eg to show its tense: <i>-ed</i> in <i>passed</i> . Common suffixes in English include <i>-ing</i> , <i>-ed</i> , <i>-ness</i> , <i>-less</i> , <i>-able</i> .
sustained interaction	An exchange of information, ideas and/or opinions consisting of a series of questions, responses or comments.
talk	Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.
text structure	Ways in which information is organised in different types of texts (for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.
text types (genres)	Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ, eg texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts, eg a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.
texts	Communications of meaning produced in any media that incorporates Japanese. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning (see multimodal texts).
textual features/conventions	Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see language features).
translation	A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.
transliteration	Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

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verb	A part of speech which expresses existence, action, state or occurrence, eg <i>they watch football; she is exhausted; the day finally came.</i> auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition, eg <i>they will go; I did eat lunch; she might fail the exam.</i>
word borrowing	A practice of incorporating words from one language into another. For example the use of Japanese words such as <i>karate, karaoke</i> in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.
word processing	The use of a computer system to produce documents by inputting, editing, manipulating, storing and printing them.