

# The Australian Curriculum

<b>Subjects</b>	Japanese
<b>Year levels</b>	Year 3

## Years 3 and 4 Content Descriptions

### Communicating

#### Socialising

Interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others

[Key concepts: [communication](#), information, self, family, respect; Key processes: introducing, interacting, describing]

(ACLJAC127 - [Scootle](#))



#### Elaborations

introducing self using formal spoken language and appropriate non-verbal language such as bowing, for example, はじめまして、Julie さん です、<sup>きゅう</sup>九さい です、おんがく が すき です、どうぞ よろしく

exchanging information and building vocabulary to communicate about self, friends or family, using simple statements such as かぞく は 六人 です。おとうさんと おかあさんと おねえさんと ぼくと いもうと と あかちゃん です。いもうと は 五さい です。おかあさんは やさしい です。

asking and answering factual questions relating to concepts such as time, place or number, using formulaic structures and familiar expressions, for example, かぞく は なんにん です か。3人です。いつ です か。五月 です。なんじ です か。三じ です。どこ です か。

showing interest in and respect for others, such as by expressing praise or encouragement, using formulaic expressions, for example, だいじょうぶ?たいへん?むずかしい?すごい(です)ね、やさしいね、おもしろいね、じょうずですね、かっこいいね、たのしかった?

communicating about activities and shared experiences, for example, place に きました。food を たべました。drink を のみます。activity/sports を しましょう/しました。おいしかったです。

Participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities

[Key concepts: collaboration, participation, [task](#), [performance](#); Key processes: following instructions, rehearsing, performing, presenting]

(ACLJAC128 - [Scootle](#))



#### Elaborations

participating in guided tasks involving instructions and peer cooperation, such as group/pair language

activities, games and sports, for example, せんせい says, ふくわらい、じゃんけんぽん, What's the time, Mr Wolf?

following procedures for activities such as cooking, model-making or origami, understanding instructions such as はんぶん に おって、ここ に おいて、あつめて

participating in classroom routines, such as taking the roll はい、います。いいえ、いません。 , naming the months and days of the week and describing the weather, for example, きょう は 月よ う日 です。はれ です。

preparing, rehearsing and conducting presentations and performances, such as a Japanese item for assembly or a digital presentation about a significant event

working collaboratively to adapt and perform action songs, for example, by changing lyrics (替え歌) based on modelled patterns, rehearsing and performing songs with appropriate gestures and actions

Follow teacher instructions and directions by responding to questions and requests, and use simple questions and statements to ask permission and to show interest and appreciation

[Key concepts: interaction, negotiation, response; Key processes: responding, requesting, rehearsing]

(ACLJAC129 - Scootle [↗](#))



### Elaborations

participating in classroom interactions, for example, by responding with comments such as Matt く ん は いません。Todd くん と Sally さんは やすみ です。Ella さん も やすみ です。

using appropriate formulaic expressions and gestures to contribute to interactions, for example, しつ れいします。おねがいします。

asking for help or clarification, for example, すみません。もういちど。 , and negotiating turn-taking, for example, ちょっと まって。Matilda さん の ばん。どうぞ。

responding to teacher instructions such as ペア に なって ください。三人 グループ に なっ て ください。ならんで ください。大きいこえで。

recognising and rehearsing interjections or fillers in conversations, for example, ええとすみません。ほんとう? そうですね。

### Informing

Locate and process specific points of information in familiar types of written, spoken, multimodal and [digital texts](#) associated with people, places and objects

[Key concepts: information, research, data; Key processes: locating, collecting, classifying, recognising]

(ACLJAC130 - Scootle [↗](#))



### Elaborations

finding examples of Japanese language at home or in the community to create a class collection, display or digital database of terms related to recipes, toys, gadgets or menus

viewing or listening to a simple community text such as a weather report, recognising key words such as はれ、くもり

identifying features of seasons and tracking the progress of seasonal weather changes on a map of Japan, for example, reports of さくら、つゆ、こうよう

gathering information about one another's home life and activities, for example, by surveys on pets, sports, activities, families, or likes and dislikes, using graphs to display results

viewing or reading simple print or digital texts such as advertisements, catalogues, menus or packaging to locate key points of information in relation to elements such as product, number, price, target audience or capacity for recycling



Present factual information relating to familiar home, community and cultural contexts, using graphic and digital support such as photos, tables, lists and charts

[Key concepts: family, relationships, routines; Key processes: describing, explaining, annotating]

([ACLJAC131 - Scootle](#))



### Elaborations

describing family members and friends, identifying relationships such as お母<sup>かあ</sup>さん, using simple descriptive, modelled language and supporting resources, for example, これは わたし の お父<sup>とう</sup>さん です。Ken です。お父<sup>とう</sup>さんは やきゅう が すきです。お父<sup>とう</sup>さんは やさしい です。

creating a display such as a chart, diorama, mini book or digital presentation to showcase elements of their Japanese language learning, for example, ぼく/わたし の ふでばこ、ぼく/わたし の かばん

labelling aspects of their daily routines, selecting captions or attaching word bubbles, including expressions of time, for example, waking in the morning with a clock displaying 七<sup>しち/なな</sup>じ and the words おはようございます。

### Creating

Participate in and respond to imaginative texts such as interactive stories and performances, for example by acting out responses or making simple statements to identify and compare favourite [characters](#) and elements

[Key concepts: response, expression; Key processes: participating, imagining, creating, interpreting]  
(ACLJAC132 - Scootle [↗](#))



### Elaborations

viewing excerpts from texts such as *anime* and children's television programs, listening for key words and familiar phrases and interpreting cultural expressions and behaviours

collecting favourite exclamations, words or expressions used in imaginative and expressive texts in oral, print and digital formats, such as へえー、うそー、あれ？、うーん、どうしよう、こまった、できた、やったー！、おめでとう、がんばって、すごい、いいよ、だめ and using them in their own communicative exchanges in similar modes

drawing their own versions of characters encountered in imaginative texts, and selecting simple descriptive modelled statements as captions to their pictures

sequencing elements of imaginative texts such as cartoons or simple narratives, for example, by creating a storyboard using pictures and captions

recognising character traits or behaviours in texts such as *anime*, *manga* and children's stories that reflect Japanese culture and traditions

Create and present imaginative texts for a range of audiences that use familiar expressions and modelled language and allow for exploration and enjoyment of language, cultural expression and performance

[Key concepts: fantasy, imagination, dramatisation; Key processes: imagining, creating, experimenting, performing]

(ACLJAC133 - Scootle [↗](#))



### Elaborations

creating imaginary characters, places or animals, and presenting them through performance, digital display or visual representation, for example, みみ が 大きい です。かわ に います。 food/object を たべます。とても こわい です。おばけやしき です。たくさん おばけ が います。目 が 大きい です。あし が ありません。

incorporating onomatopoeic sounds such as どきどき、ぺこぺこ、ぴかぴか、にこにこ into written/performed texts to enrich the texts and to entertain others

taking on the role of a character from a story, *manga* or *anime*, and responding to questions such as すきな たべものは なん です か。noun が すき です か。なんさい です か。

creating, performing and presenting imaginative texts such as skits, songs and raps

## Translating

**Interpret** and explain simple interactions in Japanese, noticing linguistic and cultural features

[Key concepts: meaning, culture, translation, interpretation; Key processes: identifying, explaining, interpreting, comparing]

(ACLJAC134 - Scootle [↗](#))



### Elaborations

explaining features of Japanese language protocols such as the use of formulaic expressions, for example, *いただきます*, *ただいま*, counter classifiers, and the indication of politeness by using *です*

explaining and modelling culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression *おくれて すみません*. *しつれいします*.

demonstrating and explaining hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response

using visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

**Create** bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories

[Key concepts: bilingualism, expression, code-mixing; Key processes: translating, performing, creating, adapting]

(ACLJAC135 - Scootle [↗](#))



### Elaborations

including some Japanese words, exclamations or phrases when interacting in English in simple games or exchanges that involve feelings or reactions, for example, *いたい*, *あぶない*, oh that was fun, *でも まけた*. Anne *さん*, that was *すごい*!

performing bilingual versions of familiar songs such as 'If You're Happy and You Know It ...', alternating between the two languages and switching key words in repeated phrases

creating personal print or digital bilingual dictionaries that include visual cues and representations

creating simple activities or action songs that involve alternating or combining repeated words or phrases in Japanese and English, such as verbs, question words or months of the year, for example, *せんせい* says

## Reflecting

Notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations

[Key concepts: respect, culture, similarity and difference, communication; Key processes: identifying, explaining, experimenting, reflecting]

(ACLJAC136 - Scootle [↗](#))



### Elaborations

noticing how respect is shown to teachers and classmates through practices such as apologising for 'interrupting' when entering a room, しつれいします、おくれて すみません, expressing humility by not going first or putting oneself forward どうぞ, or not using さん for self

practising ways of accepting compliments or praise in Japanese, for example, by saying いいえ instead of ありがとう。 , and comparing this with what they would do in a similar situation in their own language(s)

noticing differences between Japanese and Australian-English language used in certain social situations, for example, いただきます、ごちそうさまでした, before and after meals, and ただいま、おかえりなさい, when leaving or returning home, including forms of address and the use of body language, intonation and expression

considering how some aspects of Australian ways of communicating such as greetings, responding to thanks or using direct eye contact may be interpreted by people from a Japanese cultural background

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Notice how ways of communicating and behaving reflect identity and relationships

[Key concepts: identity, community, family, culture; Key processes: selecting, creating, representing, comparing]

(ACLJAC137 - Scootle [↗](#))



### Elaborations

using digital resources to create a self-profile such as an avatar or montage to exchange with a potential Japanese friend, selecting key words and simple expressions from word banks and modelled statements that capture their sense of themselves, 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 one another's ways of communicating, identifying any elements that reflect cultural differences or influences of other languages, including those from the

Asia region



## Understanding

### Systems of language

Understand that hiragana symbols can be combined to represent words

[Key concepts: consonant, vowel, kana, foot, mora, rhythm, [pronunciation](#); Key processes: recognising, differentiating, demonstrating]

([ACLJAU138 - Scootle](#) )



#### Elaborations

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)

understanding the system of basic Japanese sound combinations, that is, a vowel can be attached to most consonants to produce a *kana*


understanding that vowel length can differentiate words in Japanese, for example, 'e' (え) for a picture and 'ee' (ええ) for 'yeah'

recognising the concept of the minimum unit of rhythm in Japanese ('foot' or フット) and that one foot in Japanese consists of two moras, for example, ごちそうさま is pronounced as a three-foot word ごち・そう・さま

demonstrating understanding of the differences in pronunciation of English and Japanese versions of loan words such as バナナ、ペット、サッカー

Recognise the systematic order within the hiragana character set; commence hiragana [script](#) writing and recognise and write frequently used kanji

[Key concepts: character, kana and kanji, stroke order, font; Key processes: recognising, tracing, reading, writing]

([ACLJAU139 - Scootle](#) )



#### Elaborations

learning how to use the character chart as a systematic framework for reading and writing

understanding that there is a stroke order for both *kana* and *kanji*

recognising that Japanese has various printed fonts and that handwritten forms of several characters



differ from the printed versions in most fonts, for example, き、さ、ふ、ら、り

learning to read and write words using *kana*

Understand and identify elements of basic grammar and sentence structure and interaction patterns

[Key concepts: [verb](#) conjugation, particles, word order, vocabulary, counter; Key processes: describing, indicating, identifying, questioning]

([ACLJAU140 - Scootle](#))



### Elaborations

developing metalanguage for communicating about language, using concepts such as parts of speech, for example, 'noun', 'verb' and 'adjective'

understanding the rules of Japanese word order (subject + object + verb), the use of associated particles は、を、と、も、に, and the use of が in formulaic expressions, for example, noun が すき です。

describing actions using verb ます form, for example, すし を たべます。

understanding the rules for conjugating verbs, such as ～ます、～ましょう、～ました、～ません

understanding that Japanese uses name + suffix instead of pronouns when referring to other people, for example, John くん、はなさん、Grant せんせい

indicating time and frequency using expressions such as まいにち、ときどき

describing people, animals, places and things using adjective–noun phrases, for example, 大きい目、おいしい もも

understanding time words associated with days of the week, months of the year and seasons

building vocabulary that relates to familiar environments in daily life and personal worlds and that can be used for cross-curricular content learning

beginning to use counters in Japanese, for example, ～人、～さい、～月

telling time using ～じ/～じはん です。なんじ です か。

seeking information using question words such as なに、なん、いつ、どこ and だれ and the sentence-ending particle か, for example, なに が すき です か。なんさい です か。なんにん です か。いつ です か。

Recognise that texts such as stories, games and conversations have particular [language](#) features and textual conventions

[Key concepts: [text](#), [genre](#), [language](#) features, [mode](#); Key processes: comparing, analysing, recognising]

(ACLJAU141 - Scootle [↗](#))



#### Elaborations

recognising features of familiar genres of Japanese texts such as picture books, digital books or games, video clips or songs

recognising differences between the layout and language features of 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, for example, the layout, title, illustration 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, for example, in relation to the use of particles, verb endings and other frequently occurring features

### Language variation and change

Understand that [language](#) varies according to the age and relationship of those using it, and according to the situation in which it is being used

[Key concepts: [register](#), [context](#), variation; Key processes: observing, recognising, reflecting]

(ACLJAU142 - Scootle [↗](#))



#### Elaborations

observing that Japanese expressions can be made more or less formal with very slight changes, for example, 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、 to suit the relationship between speakers

noticing differences in the ways in which both Japanese and English speakers communicate with different people, for example, 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 behaviour

recognising that familial terms such as おじいさん and おばあさん are often used in place of 'old man' or 'old woman' in both folk tales and daily conversation, and considering why this might be so

Recognise that Japanese is the official [language](#) of Japan and one of the major languages of the Asia-

## Pacific region

[Key concepts: [language](#) status, standard [language](#), multilingualism; Key processes: recognising, comparing, classifying]

([ACLJAU143 - Scootle](#) )



## Elaborations

understanding the status of Japanese as the official language of Japan, a major language in the Asia-Pacific region, a world language and an Australian community language



understanding that there is a standardised form of Japanese, and that different dialects are spoken in different regions of Japan

comparing the language profile of Japan with the multilingual nature of Australian society, which includes speakers of Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages



### Role of language and culture

Understand that the ways people use [language](#) reflect where and how they live and what is important to them

[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]

([ACLJAU144 - Scootle](#) )



## Elaborations

understanding that language carries information about the people who use it and that common expressions often reflect cultural values, for example, the importance of respect for older people is reflected in terms of address in Japanese

exploring additional elements of 'culture', such as what is valued in different communities, contexts and environments, or different approaches to teaching and learning in school, understanding formulaic expressions that reflect cultural values, for example, *いってきます、いってらっしゃい、きをつけて*

noticing how politeness and respect are conveyed in Japanese language and behaviour, such as how body language and gestures can replace language, for example, bowing as an apology or as a request to be excused

learning to discuss culture and language by responding to prompt questions such as 'What do you notice?' 'Why do you think that ...?' 'How is this similar / different ...?'

identifying terms, expressions and ways of communicating associated with Australian contexts that might need explaining to Japanese children, for example, using first names when addressing adults, colloquial expressions such as 'no worries' or 'footy', and terms associated with Indigenous cultures, such as 'the Dreaming'

