



SAMPLE COURSE OUTLINE

JAPANESE: SECOND LANGUAGE

GENERAL YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Japanese: Second Language – General Year 11

Semester 1 Unit 1 – ティーンエイジャー (Teenagers)

Weeks	Key teaching points
1–6	<p>Introduction Overview of the Japanese: Second Language course, unit and assessment requirements.</p> <p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> The individual – About me 私の事^{こと}. Students reflect on activities and events associated with their life, including sharing and obtaining basic information from others related to personal identity, physical descriptions, family, friends, school routines and leisure time. <p>Text types and textual conventions Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> Description, email, film/TV program (excerpts), interview, note, role-play, table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce vocabulary related to the topic About me 私の事^{こと}. <p>Grammar</p> <ul style="list-style-type: none"> polite forms: <ul style="list-style-type: none"> verbs adjectives copula 'to be' particles: <ul style="list-style-type: none"> は topic marker, contrast が existence, expressing abilities, expressing likes, dislikes, physical characteristics の possessive (of, 's), adjectival に destination (to, into, onto), indirect object, point of time, purpose を direct object で place of action, by means of や linking (and so on) と linking (and), with person sentence final particles: か question marker. <p>Sound and writing systems</p> <ul style="list-style-type: none"> productive 一 二 三 四 五 六 七 八 九 十 人 才 父 母 私 何 名 前 家 族.

Weeks	Key teaching points
	<p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Japanese language and culture, and of how culture influences communication, through the topic About me 私の事^{こと} :</p> <ul style="list-style-type: none"> • discuss common behaviours and practices related to interpersonal relationships, e.g. greeting conventions, terms of address • discuss traditional hobbies and interests, e.g. けんどう、からて、じゅうどう、しょどう、おちゃ、いけばな • discuss school and friends, e.g. politeness conventions, ways of showing affection, respect, turn-taking, gender relationships, friendship groups. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic About me 私の事^{こと} :</p> <ul style="list-style-type: none"> • discuss word order and sentence structure of Japanese • use strategies for remembering <i>kanji</i> numbers, dates and times • practise phrases • use strategies to consolidate learning, e.g. open-book concept, rote learning • listen for gist. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary – using <i>kana</i> and understanding how it is ordered. <p>Task 1: Response: Listening</p> <p>Task 2: Oral communication</p>
7–11	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The Japanese-speaking communities – Student life 学生生活^{せいがくつ}. Students explore the life of teenagers in Japan, including leisure and school activities, likes and skills. <p>Text types and textual conventions Provide opportunities for students to respond to and produce the following text types: account, article, blog post, chart, email, film/TV program (excerpts), interview, role play, table.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • vocabulary related to the topic Student life 学生生活^{せいがくつ}. <p>Grammar</p> <ul style="list-style-type: none"> • noun structures: noun + について asking/talking about something • particles: へ direction (to) • conjunctions: <ul style="list-style-type: none"> ▪ が linking with a contrast (but) ▪ そして linking (and) ▪ それから linking (and then, after that). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • all sound units: voiced and unvoiced, combined sounds, double consonants, lengthened sounds, pronunciation and intonation of introduced vocabulary • all <i>hiragana</i> and <i>katakana</i> • productive 本 日 月 火 水 木 金 土 子 友 学 校 語 生.

Weeks	Key teaching points
	<p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Japanese language and culture, and of how culture influences communication, through the topic Student life 学生生活^{せいいかつ} :</p> <ul style="list-style-type: none"> • discuss culturally appropriate use of language, e.g. use of register in different contexts (home, friends, school, work) and respectful language • discuss how social customs impact on the lives of teenagers in Japanese-speaking communities, e.g. game centres, cram schools, entrance exams. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Student life 学生生活^{せいいかつ} :</p> <ul style="list-style-type: none"> • gain meaning from the text by changing reading speed, skimming and scanning to locate key words, rereading parts of a text, asking oneself questions during reading and highlighting (e.g. verb endings, key words) and summarising the text • use information in a text to draw conclusions. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary – identifying verbs and adjectives. <p>Task 3: Response: Viewing and reading</p> <p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The changing world – Connecting with friends コミュニケーション. Students consider how young people interact with friends and share information. <p>Text types and textual conventions Provide opportunities for students to respond to and produce the following text types: blog post, conversation, diary entry, email, film/TV program (excerpts), interview, letter, table.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • vocabulary related to the topic Connecting with friends コミュニケーション. <p>Grammar</p> <ul style="list-style-type: none"> • stem of <i>Masu</i> form structures: <ul style="list-style-type: none"> ▪ stem + に indicating purpose ▪ stem + ませんか inviting ▪ stem + ましょうか suggesting • particles: も repetitive (too, also), (both) • sentence final particles: <ul style="list-style-type: none"> ▪ ね/ねえ tag question (isn't it?) ▪ よ assurance, gentle persuasion • words indicating extent: <ul style="list-style-type: none"> ▪ から since, from (a point of time), since, from (a place) ▪ まで until (a point of time) expressing alternative states, to, as far as (a place) ▪ ごろ approximate point of time ▪ ぐらい/くらい approximate, amount/time/length. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • productive 好 兄 姉 妹 弟 高 年.

Weeks	Key teaching points
	<p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Japanese language and culture, and of how culture influences communication, through the topic Connecting with friends コミュニケーション:</p> <ul style="list-style-type: none"> • discuss the influence of other languages on Japanese (e.g. <i>katakana</i> and abbreviated words) • discuss the influence of technology on how people communicate.
12–16	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Connecting with friends コミュニケーション:</p> <ul style="list-style-type: none"> • reduce anxiety when trying to comprehend spoken text • make/take notes and summarise • practise polite form • use repair strategies to sustain verbal communication, e.g. recognise when someone doesn't understand and rephrase to assist comprehension. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary – understanding parts of speech. <p>Task 4: Oral communication</p> <p>Task 5: Written communication</p>

Semester 2 Unit 2 – 近所^{きんじょ} (Neighbourhood)

Weeks	Key teaching points
1–6	<p>Overview of the unit and assessment requirements.</p> <p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> The individual – My town 私の町. Students reflect on their neighbourhood and describe their home and local facilities. <p>Text types and textual conventions Provide opportunities for students to respond to and produce the following text types: account, chart, discussion, email, film/TV program (excerpts), interview, table.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> vocabulary related to the topic My town 私の町. <p>Grammar</p> <ul style="list-style-type: none"> stem of <i>Masu</i> form structures: stem + たいです expressing what you want to do <i>te</i> form structures: <ul style="list-style-type: none"> ～て linking ideas (and; and so) ～て linking of adjectives particles: <ul style="list-style-type: none"> の possessive pronoun, locational に place of existence locational and directional terms: <ul style="list-style-type: none"> (の) 前 (に) in front of (の) 下 (に) behind/underneath (の) 上 (に) on top (の) うしろ (に) behind (の) 左がわ (に) left hand side (の) 右がわ (に) right hand side (の) 近く next to (の) そば (に) near (の) とおく (に) far from (の) 中 (に) inside (の) そと (に) outside (を) 右/左 right/left (を) まっすぐ straight. <p>Sound and writing systems</p> <ul style="list-style-type: none"> productive 山 川 上 下 中 大 小 所 住 左 右 町 近 receptive 東 西 北 南. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Japanese language and culture, and of how culture influences communication, through the topic My town 私の町:</p> <ul style="list-style-type: none"> discuss the pros and cons of living in urban areas versus rural areas discuss the similarities and differences between a typical Japanese house and an Australian house.

Weeks	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic My town 私の町:</p> <ul style="list-style-type: none"> • seek opportunities to practise the language • make/take notes and summarise • underline key words and information. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary – using online dictionaries. <p>Task 6: Response: Viewing and reading</p> <p>Task 7: Oral communication</p>
7–11	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The Japanese-speaking communities – Your neighbourhood あなたの近所. Students explore features of Japanese neighbourhoods, including activities, events, shopping and going out. <p>Text types and textual conventions Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> • account, chart, discussion, email, film/TV program (excerpts), interview, table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce vocabulary related to the topic Your neighbourhood あなたの近所. <p>Grammar</p> <ul style="list-style-type: none"> • stem of <i>Masu</i> form structures: stem + そうです expressing what something looks like • <i>te</i> form structures: <ul style="list-style-type: none"> ▪ 〜て + から expressing when you do something after ▪ 〜て + います expressing a continuous action in the present • particles: を asking for something, place of motion (pass by, along, through) • conjunctions: <ul style="list-style-type: none"> ▪ ですから consequently (because, so) ▪ けれども however (but) ▪ でも expressing contrast (but). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • productive 出 入 見 安 食 飲 買 百 千 万 円 来. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Japanese language and culture, and of how culture influences communication, through the topic Your neighbourhood あなたの近所:</p> <ul style="list-style-type: none"> • discuss the role of local markets and shopping streets (商店街) in Japan • discuss the importance of various Japanese festivals (祭り) • discuss places of interest related to shopping or going out in Japan, such as デパート, 渋谷.

Weeks	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Your neighbourhood あなたの近所:</p> <ul style="list-style-type: none"> • reduce anxiety when trying to comprehend spoken text • read the questions and underline the key words/information you need to listen for • make/take notes and summarise • listen for gist. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary – identifying pronunciation of different <i>kanji</i>. <p>Task 8: Response: Listening</p>
12–16	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The changing world – Out and about 出かけましょ. Students consider the features and attractions of Australian and Japanese communities and neighbourhoods. <p>Text types and textual conventions Provide opportunities for students to respond to and produce the following text types: account, chart, discussion, email, film/TV program (excerpts), interview, table.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • vocabulary related to the topic Out and about 出かけましょ. <p>Grammar</p> <ul style="list-style-type: none"> • stem of <i>Masu</i> form structures: stem + すぎます indicating that something is excessive • <i>te</i> form structures: <ul style="list-style-type: none"> ▪ ~てください requesting ▪ ~てみます expressing what you try to do • noun structures: noun はどう/いかが asking for opinions • particles: <ul style="list-style-type: none"> ▪ も expressing neither ▪ か stating alternatives (or) • words indicating extent: 一番 superlative (the most). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • productive 毎 行 番 時 分 半 方. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Japanese language and culture, and of how culture influences communication, through the topic Out and about 出かけましょ:</p> <ul style="list-style-type: none"> • discuss the evolution of <i>kana</i> and pictographic scripts • discuss visitor etiquette in Australian and Japanese homes, e.g. entering a Japanese home, taking a bath • discuss typical features of a Japanese home and neighbourhood, e.g. げんかん、たたみ、こたつ、じどうはんばいき.

Weeks	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Out and about 出かけましょ:</p> <ul style="list-style-type: none"> • use a combination of mnemonic/analytic techniques to remember new vocabulary terms and <i>kanji</i> • read questions and underline the key words/information • make/take notes and summarise • infer meaning from key words, <i>kanji</i> radicals, structures, visual cues, context (using known information to help integrate new linguistic information and predict outcomes) • proofread work. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary – consolidating dictionary skills. <p>Task 9: Response: Viewing and reading</p> <p>Task 10: Written communication</p>