



SAMPLE COURSE OUTLINE

JAPANESE: SECOND LANGUAGE

GENERAL YEAR 12

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.

Copyright

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

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 12

Semester 1 Unit 3 – 日常生活 (Daily life)

Week	Key teaching points
1–5	<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: My life 私の生活^{せいかつ}. Students reflect on their home life and explore homestay experiences, including exchanging information about their personal and family profile, hobbies and interests. They describe typical rules and routines of home and school life. <p>Text types and textual conventions Provide opportunities for students to respond to and produce the following text types: account, chart, 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 life 私の生活^{せいかつ}. <p>Grammar</p> <ul style="list-style-type: none"> plain forms: <ul style="list-style-type: none"> verbs adjectives copula 'to be' te form structures: <ul style="list-style-type: none"> ～てはいけません denying permission ～てはだめです expressing you must not ～てもいいです granting permission, expressing you may finite form structures: <ul style="list-style-type: none"> finite form より/ほうが giving a comparison finite form のと finite form のと...ですか asking a comparison question plain past form structures: <ul style="list-style-type: none"> ～たほうがいいです giving advice ～たり～たり giving examples of actions within a context, expressing alternative states ～たことがある expressing your experience noun + structures: <ul style="list-style-type: none"> noun + は noun とくらべて making comparisons noun + より noun ほうが... making comparisons noun + ははじめてです。 expressing the first time nominalisers: <ul style="list-style-type: none"> の nominalisation (the one) こと nominalisation

Week	Key teaching points
	<ul style="list-style-type: none"> adjectives and adverbs: <ul style="list-style-type: none"> adverbs い adjective ～く, な adjective ～に expressing how an action is performed い adjective ～くなる, な adjective ～になる expressing how something changes. <p>Sound and writing systems</p> <ul style="list-style-type: none"> productive 言 週 今 間 天 元 気 receptive 色 々 料 理 自. <p>Intercultural understandings</p> <p>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 life 私の生活^{せいかつ}:</p> <ul style="list-style-type: none"> discuss the cultural experience of a Japanese homestay discuss social customs within the context of hosting a guest compare home and school life in Japan and Australia. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies through the topic My life 私の生活^{せいかつ}:</p> <ul style="list-style-type: none"> reduce anxiety when trying to comprehend spoken text make/take notes and summarise listen for gist use repair strategies to sustain verbal communication, e.g. ask for clarification or repetition in Japanese seek opportunities to practise the language explain own understanding of a grammatical rule, language pattern or another concept to someone. <p>Dictionaries</p> <ul style="list-style-type: none"> use a bilingual dictionary – identifying the meaning of a word among multiple meanings. <p>Task 1: Response: Listening</p> <p>Task 2: Oral communication</p>
6–10	<p>Learning contexts and topics</p> <p>Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> The Japanese-speaking communities: Home life 学校と家での生活^{せいかつ}. Students explore home-stay, typical rules, routines, family life and school activities within Japanese-speaking communities. <p>Text types and textual conventions</p> <p>Provide opportunities for students to respond to and produce the following text types: account, conversation, description, email, interview.</p> <p>Linguistic resources</p> <p>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 Home life 学校と家での生活^{せいかつ}.

Week	Key teaching points
	<p>Grammar</p> <ul style="list-style-type: none"> • stem of <i>Masu</i> form structures: stem + たいと思います expressing desire • finite form structures: <ul style="list-style-type: none"> ▪ finite form ことができます。 expressing your ability ▪ finite form と言う quoting what someone said ▪ finite form と思う quoting what someone thinks • nai form structures: <ul style="list-style-type: none"> ▪ base + ないでください expressing please don't do something ▪ base + ないほうがいいです advising one not to do something ▪ base + なければなりません expressing that you must do • noun + structures: <ul style="list-style-type: none"> ▪ noun をくれる give to me (my group) ▪ noun をあげる give to another ▪ noun をもらう receive from ▪ noun + という + noun ... called. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • productive 会 話 休 先 思 • receptive 作 読 書 新 長 古 午 後 明. <p>Intercultural understandings</p> <p>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 Home life 学校と家での^{せいかつ}生活 :</p> <ul style="list-style-type: none"> • discuss important school activities in Japan, such as 部活, 文化祭, 修学旅行 • discuss the use of formal and informal language and the importance of using the correct register. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies through the topic Home life 学校と家での^{せいかつ}生活 :</p> <ul style="list-style-type: none"> • evaluate and redraft written texts to enhance meaning • deduce meaning by applying rules • manipulate known elements in a new context to create meaning in written forms • proofread text once written. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary – using <i>kanji</i> strokes order and radicals. <p>Task 3: Response: Viewing and reading</p> <p>Task 4: Written communication</p>

Week	Key teaching points
11–15	<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: Daily life <small>にちじょうせいかつ</small> 日常生活. Students consider the daily life of young people and how they exchange information and opinions. <p>Text types and textual conventions Provide opportunities for students to respond to and produce the following text types: article, blog post, conversation, email.</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 Daily life <small>にちじょうせいかつ</small> 日常生活. <p>Grammar</p> <ul style="list-style-type: none"> finite form structures: <ul style="list-style-type: none"> finite form 前 (に) expressing doing one action, before another finite form 時 expressing the time frame (when) finite form 間 (に) during the time (whilst) plain past form structures: ～た後 (で) expressing doing one action after another noun + structures: <ul style="list-style-type: none"> noun の前 (に) sequencing before noun の間 (に) during the time, whilst noun の後 (で) sequencing after noun の時 (に) the time when particles: <ul style="list-style-type: none"> が subject で indicating extent sentence final particles: の soft question marker, soft sentence ending conjunctions: <ul style="list-style-type: none"> けれど, けど however (but) ～から giving a reason (since, so) それに linking (besides that, what's more) それで linking (and so) ～と quoting speech or thoughts. <p>Sound and writing system</p> <ul style="list-style-type: none"> productive 少 男 女 車 receptive 白 黒 赤 青 茶 電 動 去. <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 Daily life <small>にちじょうせいかつ</small> 日常生活:</p> <ul style="list-style-type: none"> discuss the daily life of young people and how they exchange information.

Week	Key teaching points
	<p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies through the topic Daily life <small>にちじょうせいかつ</small> 日常生活:</p> <ul style="list-style-type: none"> • use repair strategies to sustain verbal communication, e.g. ask for clarification or repetition in Japanese • seek opportunities to practise the language • explain own understanding of a grammar rule, language pattern or another concept to someone else. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary – recognising how to conjugate word forms. <p>Task 5: Externally set task</p> <p>Task 6: Oral communication</p>

Semester 2 Unit 4 – ようこそ、私の国へ！ (Welcome to my country)

Week	Key teaching points
1–6	<p>Introduction 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: Welcoming a guest ようこそ！ Students reflect on welcoming a visitor and celebrating special occasions. <p>Text types and textual conventions Provide opportunities for students to respond to and produce the following text types: conversation, diary entry, email, letter, message, note.</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 Welcoming a guest ようこそ！. <p>Grammar</p> <ul style="list-style-type: none"> finite form structures: <ul style="list-style-type: none"> finite form でしょう indicating probability finite form かもしれません indicating possibility finite form つもりです expressing intention. <p>Sound and writing system</p> <ul style="list-style-type: none"> productive 楽 海 聞 国 回 receptive 始 終 夜 夕 曜 朝 昼 晩. <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 Welcoming a guest ようこそ！:</p> <ul style="list-style-type: none"> discuss preferences for leisure activities in Japan and Australia. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Welcoming a guest ようこそ！:</p> <ul style="list-style-type: none"> view texts and identify key information guess information from <i>kanji</i> summarise information make connections with prior knowledge apply understanding of linguistic resources, e.g. verbs expressing desire, subject omission, meanings from <i>kanji</i> plan/draft writing to ensure accurate <i>kana</i> and <i>kanji</i>, punctuation and grammatical structures, e.g. tense, subject, object agreement, word order and sentence structure proofread work. <p>Dictionaries</p> <ul style="list-style-type: none"> use a bilingual dictionary – identifying homophones. <p>Task 7: Response: Viewing and reading</p> <p>Task 8: Written communication</p>

Week	Key teaching points
7–12	<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: Seasonal activities and celebrations しきとイベント. Students explore seasonal activities, celebrations, and giving and receiving on special occasions. <p>Text types and textual conventions Provide opportunities for students to respond to and produce the following text types: advertisement, article, conversation, email, image, journal entry.</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 Seasonal activities and celebrations しきとイベント. <p>Grammar</p> <ul style="list-style-type: none"> noun + structures: <ul style="list-style-type: none"> noun + と noun + と asking about comparisons noun + は noun + とおなじです indicating that something is the same noun + は noun + とちがいます expressing something is different noun + って asking what something is. <p>Sound and writing system</p> <ul style="list-style-type: none"> productive 心 物 receptive 春 夏 秋 冬 雪 雨 花 風. <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 Seasonal activities and celebrations しきとイベント:</p> <ul style="list-style-type: none"> discuss social traditions and conventions associated with seasons, e.g. seasonal food, calligraphy, fashion discuss the influence of seasonal activities, customs and celebrations on life in Japan discuss the role of religion and customs in celebrations. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Seasonal activities and celebrations しきとイベント:</p> <ul style="list-style-type: none"> listen for gist identify key words/information and new words underline/highlight key words in the question summarise information make connections with prior knowledge use repair strategies to sustain oral communication, e.g. recognise when someone doesn't understand and repeat or rephrase to assist comprehension. <p>Dictionaries</p> <ul style="list-style-type: none"> use a bilingual dictionary – making use of synonyms and antonyms. <p>Task 9: Response: Listening</p> <p>Task 10: Oral communication</p>

Week	Key teaching points
13–15	<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: Healthy lifestyles けんこう. Students consider a healthy lifestyle in a changing world. <p>Text types and textual conventions Provide opportunities for students to respond to and produce the following text types: advertisement, article, conversation, message.</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"> new vocabulary related to the topic Healthy lifestyles けんこう. <p>Grammar</p> <ul style="list-style-type: none"> stem of <i>Masu</i> form structures: <ul style="list-style-type: none"> stem + にくいです saying something is difficult to do stem + やすいです saying something is easy to do stem + ながら indicating actions done simultaneously stem + かた expressing how to do something plain past form structures: ～たら expressing a condition. <p>Sound and writing system</p> <ul style="list-style-type: none"> productive 目 口 手 体 耳 外 receptive 薬. <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 Healthy lifestyles けんこう:</p> <ul style="list-style-type: none"> discuss how to maintain a healthy lifestyle in a changing world. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Healthy lifestyles けんこう:</p> <ul style="list-style-type: none"> use oral clues to assist interpretation of meaning and to predict meaning, e.g. expression, tone, intonation identify key words/information and new words make notes while listening to texts summarise information make connections with prior knowledge apply understanding of Japanese linguistic resources, e.g. sentence structure remember <i>kanji</i> in context evaluate and redraft written texts to enhance meaning. <p>Dictionaries</p> <ul style="list-style-type: none"> use a bilingual dictionary – consolidating dictionary skills. <p>Task 11: Response: Listening</p>