**Sample Course Outline**

Japanese: Second Language

General Year 12

**Copyright**

© School Curriculum and Standards Authority, 2018

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 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 School Curriculum and Standards 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](http://creativecommons.org/licenses/by/4.0/).

**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.

# Sample course outline

# Japanese: Second Language – General Year 12

## Semester 1 Unit 3 – (Daily life)

| **Week** | **Key teaching points** |
| --- | --- |
| 1–5 | IntroductionOverview of the Japanese: Second Language course, unit and assessment requirementsLearning contexts and topics Provide opportunities for learning and assessment on the following context and topic:  **The individual: My life私の** .Students reflect on their home life and explore homestay experiences, including exchanging information about their personal and family profiles, hobbies and interests. They describe typical rules and routines of home and school life. Text types and textual conventions Provide opportunities for students to respond to and produce the following text types:   * discuss use of borrowed words from other languages, abbreviations, body language and gestures * account, chart, email, film/TV program (excerpts), interview, table  Linguistic resources Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce vocabulary related to the topic My life私の   Grammar   * plain forms (verbs and adjectives: plain form, present/past, affirmative/negative) * ～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 * ～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 * のnominalisation (the one) * ことnominalisation * 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 * いadjective～くする, なadjective～にするexpressing how you change something   Sound and writing systems   * productive　言　来　週　時　分　半　今　間　天　元　気 * receptive　色　々　料　理　自  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 life私の:   * discuss social customs within the context of hosting a guest * discuss school and friends, e.g. politeness conventions, ways of showing affection, respect, turn‑taking, gender relationships, friendship groups  Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic My life私の:   * 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   Dictionaries   * use a bilingual dictionary |
|  | **Task 1: Response: Listening**  **Task 2: Oral communication** |
| 6–10 | **Learni**n**g contexts and topics**  Provide opportunities for learning and assessment on the following context and topic:  **The Japanese-speaking communities: Home life学校と家での**.Students explore  homestay, typical rules, routines, family life, school activities, making contact with visitors and making arrangements to meet within Japanese-speaking communities. Text types and textual conventions Provide opportunities for students to respond to and produce the following text types:   * oral conventions associated with giving and receiving, making arrangements, denying/granting permission, giving advice and expressing obligation * account, conversation, description, email, interview  Linguistic resources Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce vocabulary related to the topic Home life学校と家での   Grammar   * stem + たいと思いますexpressing desire * stem + たいと思っていますexpressing strong desire * 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 * 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 * base + なくてはいけませんexpressing that you have to * base + なくてもいいですindicating that you don’t have to do something * noun + という+ noun … called   Sound and writing systems   * productive 会　話　休　方　思　先 * receptive作　読　書　午　後　新　長　古　明  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 Home life学校と家での:   * discuss social customs within the context of hosting a guest * discuss school and friends, e.g. politeness conventions, ways of showing affection, respect, turn‑taking, gender relationships, friendship groups  Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Home life学校と家での:   * evaluate and redraft written texts to enhance meaning * deduce meaning by applying rules * develop an overall plan for gaining meaning from texts, such as changing reading speed, skimming and scanning to locate key words; rereading parts of a text; asking oneself questions during reading, highlighting (e.g. verb endings, key words) and summarising the text   Dictionaries   * use a bilingual dictionary  Task 3: Response: Viewing and readingTask 4: Written communication |
| 11–15 | Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:  **The changing world: Daily life をくらべて**. Students consider the daily life of young people and how they exchange information and opinions. Text types and textual conventions Provide opportunities for students to respond to and produce the following text types:   * format, layout and features of texts, such as email, blog post * article, blog post, conversation, email  Linguistic resources Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce vocabulary related to the topic: Daily life をくらべて   Grammar   * 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) * ～た後（で）expressing doing one action after another * 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 * がsubject * でindicating extent * のsoft question marker/soft sentence ending * かなinterjection (expressing feelings) * かしらexpressing indecision (feminine) * わmild emphasis (feminine) * けれど /けどhowever (but) * ～からgiving a reason (since, so) * ～のでcause, reason (because, since, so) * それにlinking (besides that, what’s more) * それでlinking (and so) * ～とquoting speech or thoughts   Sound and writing system   * productive 少　男　女　車 * receptive白　黒　赤　青　東　西　北　南　茶　動　去　電  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 をくらべて:   * discuss the daily life of young people and how they exchange information  Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Daily life をくらべて:   * 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   Dictionaries   * use a bilingual dictionary   **Task 5: Externally set task**  **Task 6: Oral communication** |

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

| **Week** | **Key teaching points** | |
| --- | --- | --- |
| 1–6 | IntroductionOverview of the unit and assessment requirementsLearning contexts and topics Provide opportunities for learning and assessment on the following context and topic:  **The individual: Welcoming a guestようこそ！**Students reflect on welcoming a visitor, networking with friends, making arrangements to go out, entertaining at home, dining out and describing special occasions. Text types and textual conventions Provide opportunities for students to respond to and produce the following text types:   * format and layout of texts, such as diaries and emails * conversation, diary entry, email, letter, message, note  Linguistic resources Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce vocabulary related to the topic Welcoming a guestようこそ！   Grammar   * ～てくれますdoing an action or favour for me (my group) * ～てあげますdoing a favour for another * ～てもらいますreceiving a favour * finite form とconditional (when) * finite form そうです reporting what someone else said/hearsay * 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 * consolidate previous learning of commonly used *kanji*, particles, adjectival and adverbial forms   Sound and writing system   * productive楽　海　聞　国　回 * receptive始　終　夜　夕　曜　朝　昼　晩  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！:   * discuss preferences for leisure activities in Japan and Australia  Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Welcoming a guestようこそ！:   * view texts and identify key information * guess information from *kanji* * summarise information * make connections with prior knowledge * apply understanding of linguistic resources, e.g. verbs expressing desire, subject omission, meanings from *kanji* * plan/draft your writing to ensure accurate *kana* and *kanji*, punctuation and grammatical structures, e.g. tense, subject, object agreement, word order and sentence structure * proofread your work   Dictionaries   * use a bilingual dictionary   **Task 7: Response: Viewing and reading**  **Task 8: Written communication** | |
| 7–12 | Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:  **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. Text types and textual conventions Provide opportunities for students to respond to and produce the following text types:   * oral protocols of organising and maintaining communication, such as refusing a request, expressing surprise and hesitation * conventions associated with making comparisons * advertisement, article, conversation, email, image, journal entry  Linguistic resources Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce vocabulary related to the topic Seasonal activities and celebrations しきとイベント   Grammar   * 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 * noun + はnounとくらべてmaking comparisons * noun + とnoun + とasking about comparisons * noun + よりnounほうが… making 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noun + というのは～asking what something is * noun ははじめてですexpressing the first time * consolidate previous learning of commonly used *kanji*, particles, adjectival and adverbial forms   Sound and writing system   * productive心　物 * receptive春　夏　秋　冬　雪　雨　花　風  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:   * 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  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: * 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   Dictionaries   * use a bilingual dictionary   **Task 9: Response: Listening**  **Task 10: Oral communication** |
| 13–15 | Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:  **The changing world: Healthy lifestyles けんこう**Students consider a healthy lifestyle in a changing world. Text types and textual conventions Provide opportunities for students to respond to and produce the following text types:   * consolidation of sequencing of ideas and structuring texts * advertisement, article, conversation, message  Linguistic resources Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary related to the topic Healthy lifestyles けんこう   Grammar   * 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 * ～たらexpressing a condition * consolidate previous learning of commonly used *kanji*, particles, adjectival and adverbial forms   Sound and writing system   * receptive薬　病　目　口　手　体　耳　外  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:   * discuss how to maintain a healthy lifestyle in a changing world  Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Healthy lifestyles けんこう:   * 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 *kanji* in context * evaluate and redraft written texts to enhance meaning   Dictionaries   * use a bilingual dictionary   **Task 11: Response: Listening** |