 Stage 4 Japanese – scope and sequence

This scope and sequence is an example only. Teachers modify according to student needs and school context.

All outcomes referred to in this unit come from [Japanese K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

| Term | Unit | Focus areas | Focus outcomes |
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| Term 1 Weeks 1-6 | Let’s learn Japanese! (This unit is available on the [Japanese Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/japanese).)  Learning goal – interact with others to greet and introduce yourself and understand basic Japanese classroom etiquette.  Final task – listen to self-introductions of 3 Japanese exchange students. With this information, record the script of the interview you will conduct with them during a school assembly. (Note: This assessment task, with marking guidelines, is available on the [Japanese Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/japanese).)  Alternative task – create a self-introduction video to share with a student in Japan (or another student learning Japanese) who may become your email pal. Your video should include spoken text in Japanese with English subtitles. | * Greetings and introductions * Classroom commands * Countries and nationality * Japanese writing systems (*hiragana, kanji*) | LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA4-8U, LJA4-9U |
| Term 1 Weeks 7-10 | Mythical creatures  Learning goal – describe physical appearances using body parts, colours and basic adjectives using the context of the celebration of *Setsubun* and the mythical *oni*.  Final task – create a digital picture book, with audio, describing your own *oni*/mythical creature to share with younger learners of Japanese. | * Describing physical appearance * Celebrations (*Setsubun*) * Japanese folktales | LJA4-2C, LJA4-4C, LJA4-5U, LJA4-7U, LJA4-8U, LJA4-9U |
| Term 2 Weeks 1-6 | Let’s go out!  Learning goal – exchange information and make simple plans during the *Hanami* season (cherry blossom viewing).  Final task – compose a flyer promoting an event; respond to a series of text messages from a classmate, arranging to attend an event together. | * Places * Food and drink * Invitations, suggestions * Phone numbers * *Hanami* | LJA4-1C, LJA4-2C, LJA4-3C, LJA4-6U, LJA4-7U, LJA4-9U |
| Term 2 Weeks 7-10 | What do you like?  Learning goal – explore and express sport and leisure interests.  Final task – design a survey to identify popular free time activities Australian teens like to do, for a Japanese tour company; implement the survey with your classmates and present the results so the tour company can program a suitable schedule of activities. | * Leisure activities (including *bukatsu*, for example *yakyuu*) * Expressing preferences * Numbers and statistics (counting people) * Likes/dislikes | LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-5U, LJA4-7U, LJA4-8U |
| Term 3 Weeks 1-6 | Youth camp  Learning goal – learn about the seasons and weather in Japan and discuss suitable activities for different geographical locations.  Final task – with a partner, negotiate an itinerary for a 7-day trip to a particular city/region of Japan by listening to a 7-day weather forecast. | * Seasons (including *tsuyu*) * Weather * Essential geography (major cities, regions of Japan) | LJA4-1C, LJA4-2C, LJA4-5U, LJA4-7U, LJA4-9U |
| Term 3  Weeks 6-10 | Welcome to Australia  Learning goal – talk about travel plans using days of the week, various forms of transport and a range of locations.  Final task – respond to an email to a Japanese group of students visiting your town next month, suggesting different things to do/see each day of the week and how you can get to the locations. Include photos of the places and transport you suggest. | * Days of the week * Transport * Tourist attractions * Adjectives * Golden week | LJA4-3C, LJA4-4C, LJA4-6U, LJA4-7U, LJA4-9U |
| Term 4  Weeks 1-6 | Life where I’m from  Learning goal – consolidate your learning from previous units and add new structures to describe the place where you live and personal identity, to enable more sustained communication.  Final task – create a video response to *Life where I’m from* YouTube videos, stating the similarities and differences in your life to what you learnt about in the videos. Narrate the video in Japanese and add English subtitles so more viewers understand. (Note to teachers – students do not actually need to submit the video to YouTube, they can submit the video to the teacher only.) | * Family * Age * Describing people and places * Hobbies and activities * Compare and contrast | LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA4-8U, LJA4-9U |
| Term 4  Weeks 7-10 | Celebrations  Learning goal – express wants, wishes and hopes; learn about end-of-year and other celebrations in Japan by creating *nengajo* (new year cards) and a wish-tree for *Tanabata*.  Final task – write a *nengajo* for your Japanese friend/classmate. | * Zodiac animals * Wants, wishes and hopes * *Nengajo* * *Tanabata* | LJA4-1C, LJA4-3C, LJA4-4C, LJA4-6U, LJA4-7U, lJA4-8U, LJA4-9U |