Stage 5 Japanese – sample 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-10-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

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| Term | Unit | Content | Outcomes |
| Term 1  Weeks 1-10 | **Let’s have fun together**  **Learning goal** – share information about what you and your friends like to do in your spare time.  **Final task** – you have just returned from an excursion to the Nihongo Tanken Centre, where you met students from another school. You made a new friend who loves Japanese as much as you do. Write an email inviting him/her to spend Saturday together. In the email, ask him/her what they would like to do and propose a series of activities you could do together. LJA5-4C, LJA5-6U, LJA5-7U | Verb forms/tenses  Times  Free time  Weekend leisure activities  Hobbies  Introduce te forms of verbs | LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U |
| Term 2  Weeks 1-10 | **My house, my home**  **Learning goal** – discuss houses and lifestyles, including living in the city, close to the shops and cinemas, or living in suburbia and owning pets.  **Final task** – in preparation for your trip to Japan, your sister school wants to know where you live and what sort of things you like to do around your home so they can match you with the appropriate host family. Have an online call or phone conversation with the teacher in Japan about your home life and express your preferences with reasoning. LJA5-1C, LJA5-5U, LJA5-7U  (Note – the teacher role is played by a student.) | Discuss what a person is doing  Describe people and pets  Location of objects in rooms  Living in the city  Living in the country  Opinions  Prepositions of time | LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U |
| Term 3  Weeks 1-10 | **My busy life**  **Learning goal** – express ideas about your typical week, including school, extra-curricular activities and hobbies.  **Final task** – you have just received a video recording from your new pen pal in Japan detailing his/her school life and routine. Respond by telling him/her about your own school life and routine, making observations on differences and similarities. LJA5-2C, LJA5-3C, LJA5-9U  (Note – video recording to be provided by the teacher.) | Around the school and classroom  Subjects and timetables  Opinions  Free time activities  Extra-curricular activities  Connectors, for example ‘then’, ‘after that’ and ‘next’ | LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U |
| Term 4  Weeks 1-10 | **Japanese travels**  (This unit, with final assessment of learning task, 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** – give opinions and recommendations about places to visit and accommodation when travelling.  **Final task** – you have just returned from one week in Japan. Create an online travel blog, including sightseeing experiences and activities, travel and accommodation, to share with your Japanese class in Australia. Encourage your classmates to experience these as options for a future trip to Japan, by giving recommendations with reasons. LJA5-4C, LJA5-6U, LJA5-7U, LJA5-9U | Giving directions  Making a booking  Accommodation  Sightseeing  Potential verbs  Providing reasons  Giving recommendations  Revise and extend weather, and places around Japan | LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U |