



DRAFT

JAPANESE: SECOND LANGUAGE

Teaching and Learning Exemplar
Year 6



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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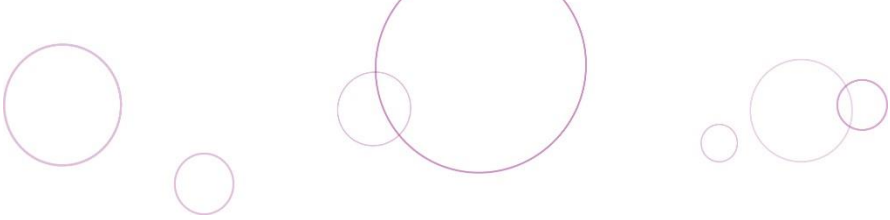
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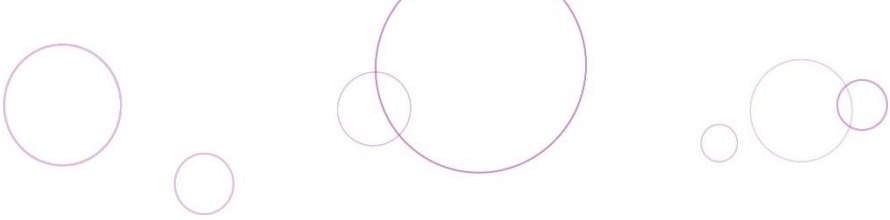
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Background

This Teaching and Learning Exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

This Japanese: Second Language exemplar for Year 6 articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents planning for eight weeks of teaching and learning for each of the four terms, with a time allocation of two hours per week. The planning includes suggested assessment points.

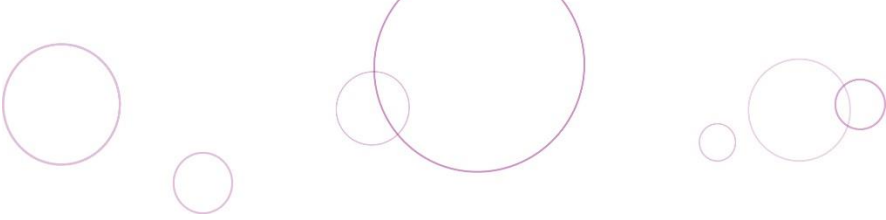
Teaching

The year-level syllabuses for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that indicates the student is well-placed to commence the learning required in the next year.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment points are used as formative or summative assessment and/or for moderation purposes.



Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning. Throughout this cycle, teachers adjust their plans as they work with their students to maximise learning throughout the year. As such, a long-term set of tightly planned lessons is not conducive to reflective practice.

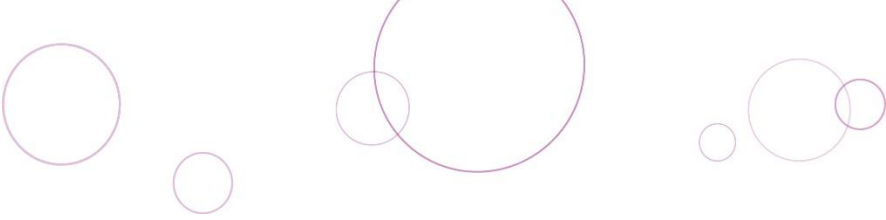
This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.

At any point, teachers can adjust the:

- **timing of the lessons**, e.g. allowing more time where required, or changing when content is taught to fit local or cultural celebrations, such as Languages Week or Harmony Day
- **scheduling of assessments** to allow for further consolidation of teaching and learning, or to fit with students' personal or cultural events, such as a language speech contest or Ramadan
- **mode of delivery**, e.g. allowing students to present an oral report rather than a written one, or contributing to a digital blog instead of a written reading journal
- **setting of the lessons**, e.g. visiting Hyogo Prefecture to participate in workshops, or using a local Japanese restaurant for the study of restaurant etiquette and language practice
- **opportunities to engage with the content descriptions**, e.g. consolidating a graphing skill needed in Geography during Languages, or reading a novel during English that complements historical information being studied in Languages
- **ways students work**, e.g. students supporting each other in mixed-ability groups or teachers forming ability groups for targeted support
- **delivery of the content descriptions** to make it more engaging, challenging or appropriate, e.g. making an e-card to celebrate a significant event, delivering new language content through a picture book or film, researching a person or event that is culturally significant or choosing a text that is gender appropriate
- **teaching strategies used**, e.g. building up to collaborative group structures by engaging in partner work first or changing a book-based lesson to an excursion
- **content descriptions, skills or modes of learning for individuals** with formal or informal learning adjustments.



The General capabilities and Cross-curriculum priorities

The *Outline* incorporates seven general capabilities and three cross-curriculum priorities that can be utilised to connect learning across the eight learning areas.

The general capabilities and cross-curriculum priorities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century. Teachers may find opportunities to incorporate the capabilities and priorities into their teaching and learning programs.

The full description and exemplification of the general capabilities can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/general-capabilities-overview/general-capabilities-in-the-australian-curriculum>.

The full description and exemplification of the cross-curriculum priorities can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/teaching/cross-curriculum-priorities2/cross-curriculum-priorities>.

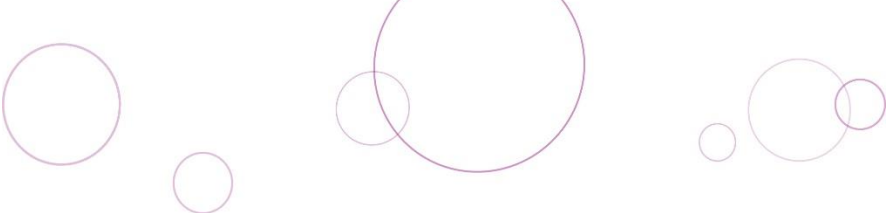
Languages: Japanese: Second Language

The Western Australian Curriculum: Languages enables all students to communicate proficiently in a language other than English by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Diagram 1 – How to read the teaching and learning exemplar

Western Australian curriculum content 1	Teaching and learning intentions 2	Learning experiences 3
Term 2, Week 4 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカーをしますか; いつ しますか; サッカーが とくいですか; けんくんは テニス が じょうずです; 父は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか; いいえ、日曜日 は ちょっと; じゃあ、土曜日 に いきましよう Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written,	しゅうまつに Students interact to negotiate and share opinions about weekend activities. 2a Learning intentions Students: - listen to a spoken text and write a summary - read and reply to messages/letters from friends to negotiate weekend activities - write a program for an ideal weekend, giving times, activities and places - revise asking for permission to do something - give an oral presentation about your ideal weekend - role-play asking and granting permission to go out with friends - use bilingual print and/or online dictionary research strategies. 2b	Teaching and learning activities - As a class, read the text マリアナさん一日のスケジュール (Mariana's daily schedule) from <i>Tsumiki</i> p. 141 or よみかきのれんしゅう, or the reading and writing activities from <i>Mirai 1 Japanese Activity Book</i>, p. 77. Ask students to write a summary of the text in English and include on which day of the week each activity took place. - Students read the text アンダーさんのスケジュール (Andrew's schedule) from <i>Tsumiki</i> p. 142, and then complete the self-test with a partner. - Students read <i>manga</i> about weekend and leisure activities from <i>Tsumiki</i> pp. 143–145. They then ask questions to clarify their understanding and focus on unknown vocabulary; for example, おおさかじょう、ちかてつ. Students use a bilingual dictionary to look up any unfamiliar words. - Place students in pairs and ask them to make a list of their favourite activities and places to go on the weekend. Students use this information to write a program for an ideal weekend, giving times, activities and places. Ask students to use their program to give an oral presentation about their ideal weekend (Formative assessment). - As a class, revise vocabulary and phrases used for seeking permission to do an activity. Discuss why it is important to

- The Western Australian curriculum is the mandated curriculum content to be taught from the *Outline*.
- Teaching and learning intentions provide additional information and/or examples to assist with the interpretation of curriculum content.
 - The focus is based on the content descriptions in the Communicating strand; that is, the Socialising sub-strand from the syllabus.
 - Learning intentions provide specific information or highlight the focus of the learning experience, and describe the interaction and activities that take place to facilitate learning.
- Learning experiences describe the interaction and activities that take place to facilitate learning.



Prior knowledge

This exemplar is based on the knowledge, understandings and skills students have learned during two hours per week of Japanese: Second Language studies from Years 3 to 5. More information related to this curriculum can be found in the Japanese: Second Language

Pre-primary to Year 10 Scope and Sequence:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/languages-overview/scope-and-sequence>.

Ways of teaching

Language teachers provide a safe, positive and inclusive learning environment. The teaching and learning experiences provided in this document are not exhaustive, and teachers are encouraged to make professional decisions about the appropriate ways of teaching, learning experiences and the sequence in which they are delivered to best suit their classroom context, taking into account the availability of resources and student ability. In addition to the learning experiences included in this document, teachers are encouraged to explore alternative learning experiences.

This exemplar is sequential with an overview that provides a focus through which the curriculum can be delivered in each term. Each focus is based on the content descriptions in the Communicating strand; that is, the Socialising sub-strand.

This exemplar provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The exemplar suggests:

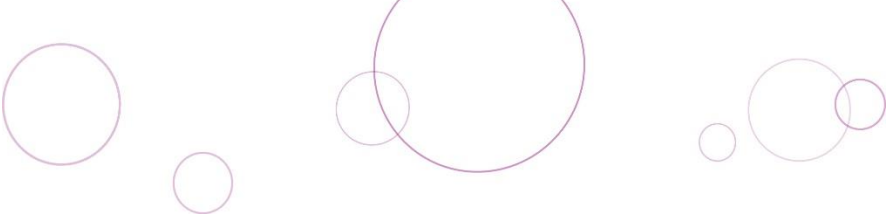
- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities, and
- resources suitable to the focus.

Further information on ways to teach Languages can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/languages-overview/ways-of-teaching>.

Note: links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as YouTube videos. Schools are advised to install advertising blocking software prior to using online material. Additionally, teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



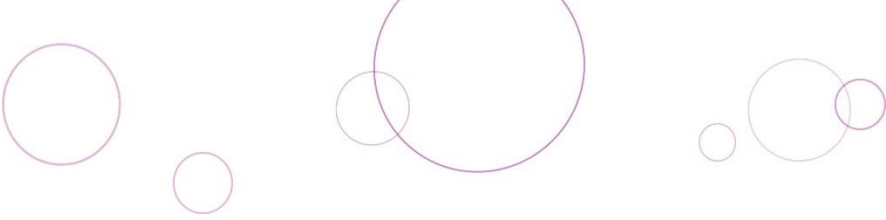
Ways of assessing

The suggested assessment points included in this exemplar alert teachers to only some of the opportunities to monitor individual student progress and achievement during day-to-day learning activities. Teachers can decide whether the suggested assessment points are to be used as learning experiences, formative or summative assessment or, alternatively, to plan and develop their own assessments. Information collected from these assessments will allow teachers to monitor student learning and development to inform future planning, provide a focus for feedback to students, support discussions with parents, and provide evidence for reporting on student achievement requirements. Teachers should consider a range of ways in which evidence of student achievement will be collected in addition to the examples provided in this exemplar. Where possible, the assessment criteria should be developed with the students and made visible to guide their work.

Based on student responses to the formative assessments, teachers will adjust the pace, structure and content of lessons. The formative assessments in this exemplar, should provide students with feedback on their learning progress and support them to ensure they will be well positioned to achieve the learning intentions and access the summative assessments.

Further assessment strategies can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/languages-overview/ways-of-assessing>.



Year level description

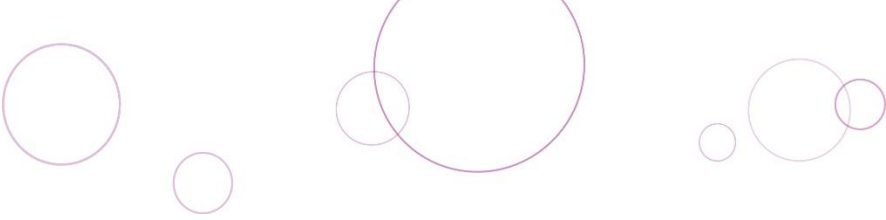
Year 6 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them, they also become more aware of the similarities and differences between the Japanese language and culture and their own.

Students communicate in Japanese, initiating interactions with to share information and relate experiences about free time. They collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using Japanese. Students gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students present and perform reinterpreted or created imaginative texts in Japanese.

Students are becoming more familiar with the systems of the Japanese language, developing greater fluency and accuracy in communication. They begin to use Japanese spontaneously when interacting with one another and with their teacher and use an increasing range of body language and gestures. Students write simple texts using *hiragana* and *kanji* on familiar topics and recognise some single and whole word *katakana* with the support of a chart. They use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts. Students build a metalanguage in Japanese to talk about language.

Students make connections between cultural practices, traditions and values and language use and reflect on how these impact on intercultural communication.

In Year 6, students continue to widen their social networks, experiences and communication repertoires in both their first language and Japanese. They are encouraged to use Japanese as much as possible for interactions, structured learning tasks and language experimentation and practice.



Year 6 Achievement Standard

At standard, students initiate, with guidance, interactions in Japanese with others through class experiences, activities and transactions, to exchange information and relate experiences about free time, such as サッカー が とくい ですか ; けんくん は テニス が じょうず です and to show interest in and respect for them, using mostly descriptive and expressive language. Students collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event. They share and compare some key messages in imaginative texts such as the moral of a story, ideas or values expressed, or characterisation and, with guidance, compare their treatment across cultural contexts and time. They create or present, occasionally with guidance, simple alternative versions of imaginative texts for different audiences, adapting elements for different modes or contexts. They demonstrate and explain, with guidance, simple elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.

Students are becoming more familiar with the systems of the Japanese language, engaging with authentic spoken language with guidance, sometimes recognising how words blend. They describe the relationship between sounds, words and meaning; stating that certain combinations of two *moras* make one rhythm unit. Students distinguish and comprehend few single and whole word *katakana* with support of a *katakana* chart. They apply, with guidance, the basic principles of stroke order to write most *hiragana* and high-frequency *kanji* and write, with guidance, simple texts using *hiragana* and *kanji* on familiar topics, with some inaccuracies. They use vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules, with a satisfactory level of accuracy, in simple spoken and written texts. Students use verbs to indicate – Would you ...? or Shall we ...? ～ませんか ; ～ましょうか. They explain the use of これ/それ/あれ/どれ and use the verb て form as a formulaic expression, such as when giving instructions or seeking permission. They use common counters and classifiers and conjunctions, such as そして、それから to link ideas. Students talk in Japanese about how the Japanese language works. They apply formulaic expressions with satisfactory accuracy and mostly understand the significance of textual features and how the composition of texts reflect cultural values. Students discuss how the Japanese language is both influenced by and, in turn, influences other languages and cultures, and explain how language and culture are integral to the nature of identity and communication.



Overview

日本語 Japanese: Second Language			
Term 1	Term 2	Term 3	Term 4
Weeks 1–6 ひまなときとレジャー Free time and leisure	Weeks 1–3 きゅうじつ 休日 My holiday	Weeks 1–3 おまつり Festivals	Weeks 1–5 日本のまつり Japanese festivals
	Weeks 4–7 しゅうまつに On the weekend	Weeks 4–6 おめでとうございます Congratulations	
Weeks 7–8 ホリデー Holidays	Week 8 しゅくじつ Special holidays	Weeks 7–8 おくりもの Gifts	Weeks 6–8 しょうがっこう 小学校のそつぎょう Primary school graduation



TERM 1

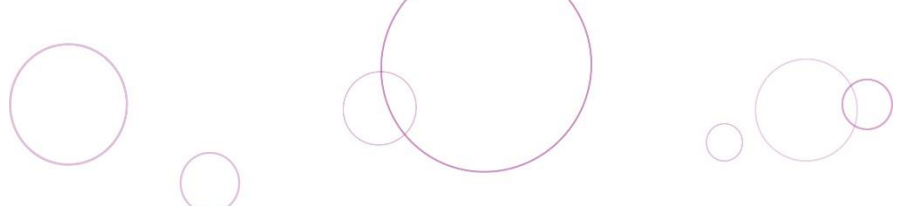
Weeks 1–8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 1 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカーをしますか；いつ しますか；サッカーがとくい ですか；けんくん は テニス が じょうず です；父 は サッカー がとくい です Translating Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource Understanding Systems of language Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that	ひまなときとレジャー Students share information on leisure activities. Learning intentions Students: - express what they do in their free time - use bilingual print and online dictionaries to translate and/or interpret short texts - interpret information from simple texts about others' leisure activities - express their likes and dislikes about activities - participate in language games to reinforce language acquisition.	Teaching and learning activities - As a class, discuss with students the activities they like to do in their free time. Place small whiteboards in the middle of the table and invite each student to write an activity they like to do in their free time in Japanese and/or English. Provide students with access to English/Japanese print or online dictionaries or printed/laminated vocabulary lists to look up the equivalent word in Japanese. Revise how to express likes and dislikes, by completing the language activity sheets サッカー が すき ですか；ぼく も すき です。and the activity from the website <i>Chikara</i>, Topic: Myself, Family & Homelife わたし、家族、家での生活, M-6 Hobbies 1 しゅみ 1 (スポーツ、がっき), https://www.jpf.org.uk/language/exercises/list.php. - Teach students the rules to play the game Memory Round-robin. Select a student to start by stating a like or dislike; for example, ネットボールが すき です。The next student repeats ネットボールが すき です and adds a sentence to state a like or dislike, joining the sentences together with そして or それから。Each student must repeat the previous sentences before adding their own. The game starts again when someone forgets the previous sentence or makes a mistake. - Provide students with the rules to play the game Charades. Ask students to act out a hobby, sport or activity in front of



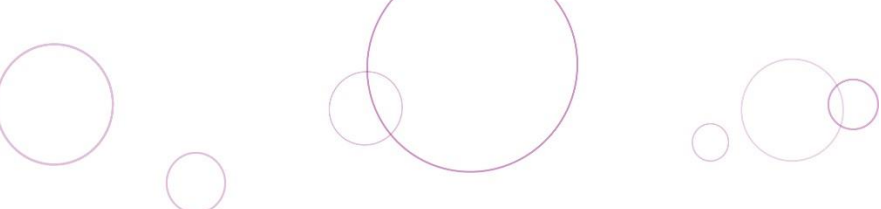
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula です and the verb suffix ます Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: using conjunctions such as そして、それから to link ideas		the class. Give points to students for guessing, in Japanese, the activity, whether the actor likes/dislikes it, and for expressing this all in a complete sentence; for example, ベンさんはつりが好きです。 - Demonstrate and explain the sentence pattern しゅみはなんですか。しゅみは hobby です。Provide students with the activity sheets from <i>Obento Snack Pack 1</i>, Topic 8: Flash Fads and Hot Hobbies, pp. 38–41. - Place students in pairs to read ‘Milly’s MySpace’ (<i>Obento Snack Pack 1</i>, Topic 8: Flash Fads and Hot Hobbies, p. 44)

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 2 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカーをしますか；いつ しますか；サッカーがとくい ですか；けんくん は テニス が じょうず です；父 は サッカー がとくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみに いきませんか；いいえ、日曜日 は ちよつと；じゃあ、土曜日 に いきましょう Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	ひまなときとレジャー Students share information on their free time and leisure activities. Learning intentions Students: - participate in language games to reinforce language acquisition - interview peers about their interests - express what they do in their free time - express their likes and dislikes about activities - locate and interpret information from written texts about others' leisure activities.	Teaching and learning activities - Show an audiovisual clip discussing how to talk about hobbies in Japanese. Ask students questions to support their understanding of the audiovisual clip <i>Shumi wa nandesu ka</i>, found on the Celebrate Learning YouTube page https://www.youtube.com/watch?v=ZJH6P0zeSwQ&app=desktop. - Provide students with a Hobbies PowerPoint or make a set of cards from the website Japanese Teaching Ideas, Japanese Teaching Topic – Hobbies http://japaneseteachingideas.weebly.com/hobbies.html. Place students in pairs and model how to interview their peer about hobbies. Instruct students to either pick up a card or ask a question using the flashcards or PowerPoint; for example, けんくん は テニス が じょうず です。いいえ、へたです。サッカー が とくい ですか。はい、じょうずです。 - Support students to recycle familiar and new vocabulary learnt in previous games by writing seven to ten questions on a card. Use the card to play a game of Human bingo, exchanging information about their interests and hobbies. Students move around the room, asking their questions, and tick each question from their list only when another student answers in the affirmative; for example, フットボールが好きですか。



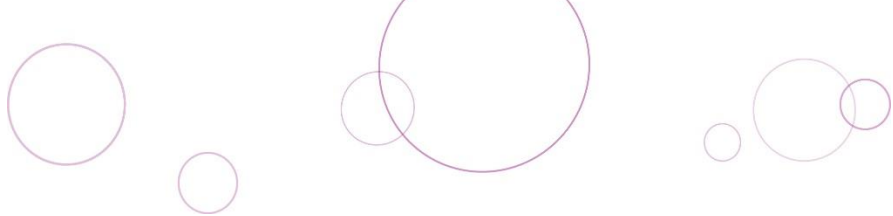
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Understanding Systems of language Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula です and the verb suffix ます Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values		いいえ、好き^すじゃないです。 Play the Hobbies Bingo game from The Japan Foundation (Sydney), https://jpf.org.au/classroom-resources/resources/hobbies-bingo-game/. • Provide each student with a Bingo card activity and counters to play Bingo. • Review hobby vocabulary with students by viewing Lesson 7: Discussing Interests – Friend’s Room and the role-play Basic Skit: Erin visits Saki’s room from the Erin Ga Chosen website, https://www.erin.jpf.go.jp/en/lesson/07/basic/.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 3 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカーをしますか；いつ しますか；サッカーがとくい ですか；けんくん は テニス が じょうず です；父 は サッカー がとくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか；いいえ、日曜日 は ちよつと；じゃあ、土曜日 に いきましょう Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	ひまなときとレジャー Students share information on home routines and leisure activities. Learning intentions Students: - identify time and verb word order in sentences - extend subject-focused construction by locating events in time - locate and interpret information from written texts about others' leisure activities - describe their routines at home and school using days and times - listen to information from a spoken text about a character's routine and compare it with their own routine - participate in language practice activities to reinforce language acquisition.	Teaching and learning activities - Revise the days of the week using the audiovisual clip, Learn Japanese days of the week, https://www.youtube.com/watch?v=OIfJ8o2MGNQ&feature=Playlist&p=D7F28BCD14C10AF9&playnext=1&index=7 or the song, 'Days of the week' from Insight Languages, Yonde Kaite Resources, https://insightlanguages.com.au/yonde-kaite-songs/. Then play the interactive online game from the website Manabiya, http://manabiya.school/n5/index.html. - Ask students to read and write the days of the week from The Japan Foundation or Manabiya International School, げんき Genki Study Resources, https://www.jpfr.org.uk/language/kanjifiles/kanjicard.html or http://manabiya.school/n5/index.html or https://sethclaydesdale.github.io/genki-study-resources/lessons/lesson-4/literacy-7/. - Use the website 8020 Japanese, Japanese Sentence Structure: The Ultimate Beginner's Guide to explain to students Japanese word order and how to identify a time, place and verb in a sentence; for example, にち び 日 曜 日 に うみ に い きます。 , https://8020japanese.com/japanese-sentence-structure. Ask students to write three sentences in Japanese using the correct word order before sharing it with the class. Teachers can refer to one of the PowerPoints from Japanese Teaching



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Translating Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one		Ideas website, Daily Routines & Activities or Time Section, http://japaneseteachingideas.weebly.com/daily-routines.html. - Ask students to watch the audiovisual clip, Growing up in modern Japan from Clickview or as a CD-ROM and complete an activity sheet, https://www.clickview.co.uk/curriculum-libraries/video-details/?id=3713872&cat=0&library=primary. - Support students to learn new verbs by providing them with the following interactive activities: <i>Languages Online</i>, Japanese 14: The things I do, https://www.education.vic.gov.au/languagesonline/japanese/topic_14/index.html - Ask them to play and match different verbs on the website Wordwall, Japanese verbs 1 https://wordwall.net/resource/3632118/japanese/japanese-verbs-1 - Alternatively, use multimodal texts like Digital Dialects, Days and Months, https://www.digitaldialects.com/Japanese/Daysmonths.htm, and Wordwall, Daily Routines https://wordwall.net/resource/10729596/daily-routines%E3%83%BC-5-verbs. - Introduce telling the time by clicking on the pictures from the online link <i>Marugoto</i>, Collection コレクション, Time, https://words.marugotoweb.jp/static_contents/pc/collection/time.php?lang=en and PowerPoint from Japanese

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
rhythm unit (foot), for example, the copula です and the verb suffix ます Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i> Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませんか； ～ましょうか • understanding the use of これ/それ/あれ /どれ • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas		Teaching Ideas, Time, http://japaneseteachingideas.weebly.com/time.html. • Provide students with a clock face from the website, Happy Lilac, Tokei, https://happylilac.net/tokei-moziban.html. Place students in pairs to practise asking and answering the question, いま、何時^{なんじ}ですか。Remind students to change roles. Students will complete the Listening and Writing Activities from <i>Mirai 1 Activity Book</i> pp. 59–61 and p. 64. • Teach students the rules for the Inviting Someone Out game from the Japan Foundation (Sydney) website, https://jpf.org.au/classroom-resources/resources/inviting-someone-out-game/. • Provide students with the activity sheet My Day: Going Places from the workbook <i>Joozu!</i>, p. 47. Model with students how to say and write sentences to describe the pictures using time and verbs; for example, にち^{にち}よう^び日^びにがっこうにいけます/ません。 • Read ‘Poor Yuuko’, from <i>Quirky Comics</i>, to students. Students then answer questions comparing the character’s routine to their own; for example, ‘What time did Yuuko wake up?’ View teacher notes in https://www.scootle.edu.au/ec/viewing/R10809/index.html for the comic script.

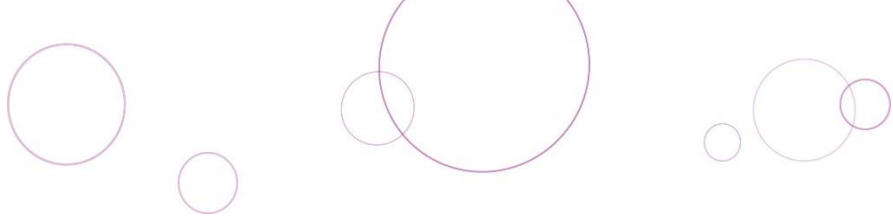


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Language variation and change Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing respect for authority figures, for example, しつれいします； よろしく おねがいします Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 4 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつしますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか ; いいえ、日曜日 は ちよつと ; じゃあ、土曜日 に いきましょう Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event	ひまなときとレジャー Students share information on home routines and leisure activities. Learning intentions Students: - locate and interpret information from written and audiovisual texts about others' leisure activities - participate in language practice activities to reinforce language acquisition - survey their peers about what time they do their routine activities - use days and times to describe when they do their routines at home - write and illustrate their own version of a voiced storyboard outlining a typical day or week.	Teaching and learning activities - Review telling the time with students by using the clock faces from Print Kids http://print-kids.net/print/poster/tokei-board/. - Select picture cards from the Japan Foundation resources to introduce nouns and verbs for home routines and leisure activities https://jpf.org.au/classroom-resources/flash-cards/verbs-and-adjectives-picture-cards/cards/. - Provide students with flashcards to practice language activities about home routines and leisure activities, and play <i>Karuta</i> with the flashcards. - Provide students with language practice activities from <i>Joozu!</i>, My Day: Time, pp. 42–44 or <i>Mirai</i> Course Book Stage 1, Part 3, Unit 7, pp. 42 and 43. - Provide students with picture cards to perform a short role-play in order to negotiate an invitation for a shared experience; for example, ^{にち}日曜日 ^びに うみ に いきませんか ; いいえ、^{にち}日曜日 は ^びちよつと ; じゃあ、土曜日 に いきましょう . Model a sample script on the whiteboard (if necessary). - Read out a series of sentences to students and ask them to match the picture to the times or days of the week. Ask

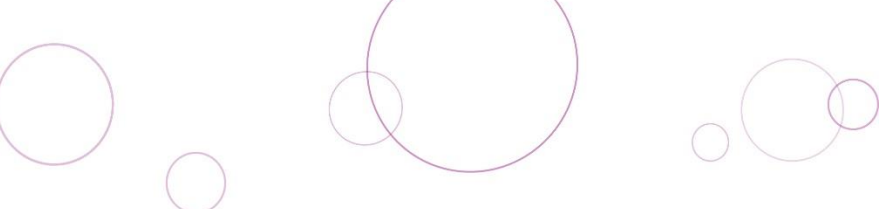


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm		them to read and write simple noun and verb sentences from <i>Joozu!</i>, My Day: What to do?, pp. 57–58. • Provide students with a class survey asking about the time they do routine activities from <i>Mirai Course Book</i>, Stage 1 Part 4 Unit 7, pp. 134–135. Tell students to follow the instructions to complete the survey and then report their findings in Japanese to the class. • Show students examples of storyboards and other digital texts based on leisure activities and routines. Ask students to design a digital photo story with audio about their hobbies and routines. In their text, students need to include the day/s, time/s and short utterances about the day; for example, きょうは土曜日です。 はちじにおきます。あさごはんをたべます。おんがくをききます。好きなおんがくはロックです。そして、じゅういちじにテニスのしあいをします…

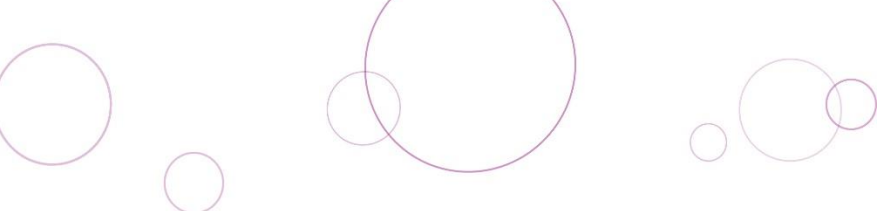


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
unit (foot), for example, the copula です and the verb suffix ます Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませんか； ～ましょう • understanding the use of これ/それ/あれ/どれ • using conjunctions such as そして、それから to link ideas Build a metalanguage in Japanese to talk about language Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values		

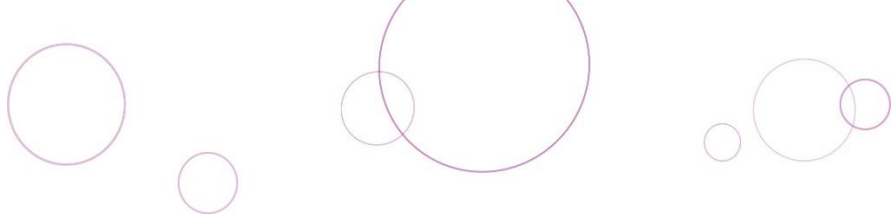
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 5 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー が とくい です Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts	ひまなときとレジャー Students share information about leisure activities. Learning intentions Students: - participate in language practice activities to reinforce language acquisition - use adjectives and adverbs to intensify and qualify meaning when expressing positive and negative preferences - use bilingual print and online dictionaries to build an adjective word bank - design a PowerPoint, with audio titled 'My favourite things': 「わたしのいちばん^す好きなこと」.	Teaching and learning activities - Provide students with access to language practice activities to revise vocabulary for sports and hobbies from the Quizlet website https://quizlet.com/498604566/adventures-in-japanese-1-lesson-5-hobbies-vocabulary-flash-cards/ and Languages Online, Topic 9, https://www.education.vic.gov.au/languagesonline/japanese/topic_09/index.html. - With students, brainstorm adjectives to express opinions about sport and leisure activities; for example, テニス は むずかしいです。スポーツ は たのしいです。このボール は あかいです。カラオケ は おもしろいです。 - Guide language practice to reinforce the use of adjectives to describe people, places and things. - Provide students with a list of adjectives from <i>Japanese Vocabulary Notebook 2</i>, List 42 Common Adjectives – Study and List 49 Hobbies. Ask students to use a bilingual print or online dictionary to find five new adjectives and add these to the list. Students then create a PowerPoint with sound, titled 'My favourite things' 「わたしのいちばん^す好きなこと」.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Translating Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula <i>です</i> and the verb suffix <i>ます</i> Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i>		On each slide, students are to add a picture, type the sentence in Japanese and record their voice. - Pin up a variety of flashcards of hobbies, foods, colours, famous people and places in the classroom. Ask students to use the flashcards to write ten sentences stating their likes or dislikes and to provide a reason. Remind them to use adjectives from the previous activity. Read out several samples and ask students to translate the meaning of each sentence from the Japan Foundation (Sydney) website, https://jpf.org.au/classroom-resources/flash-cards/verbs-and-adjectives-picture-cards/cards/. Refer to <i>Joozu!</i>, pp. 63, 64 and 65 for guided tasks to reinforce language acquisition. - Ask students to write an article on leisure activities for the school newspaper. They are to research information about leisure activities and conduct five interviews. Support students to write seven questions in Japanese to ask class members. Ask students to use a frequency word in each sentence – for example, いつも、まいにち、まいしゅう、たいてい、ときどき、よくラジオをききますか – and then record their answers in a table. Students are to find out which activities are the most common and the least common, and then report their results to the class verbally in Japanese. - Ask students to listen to others talk about how often they participate in their leisure activities and then record their



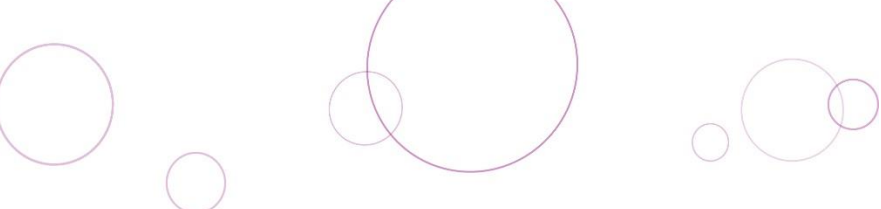
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませんか； ～ましょうか • understanding the use of これ/それ/あれ/どれ • using conjunctions such as そして、それから to link ideas. Build a metalanguage in Japanese to talk about language Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other		answers in English in the table provided in おはよう ; <i>Ohayoo</i>, p. 130. • Place students in pairs and have them read to each other a short section taken from a letter from Etsuko, a Japanese friend. Ask students to read the questions before reading the letter then, while reading through the text with their partner, highlight the answers to the questions. Students re-read the text (if necessary) and answer the questions in English in おはよう ; <i>Ohayoo</i>, pp. 134 and 135. • Using the Visible Thinking routine see-think-wonder to introduce Japanese leisure activities, from the website Harvard Graduate School of Education, Project Zero, https://pz.harvard.edu/resources/see-think-wonder, show students pictures of Japanese leisure activities, such as <i>karaoke</i>, <i>pachinko</i>, <i>ayatori</i>, <i>origami</i>, <i>ikebana</i>. Ask students to complete the See Think Wonder template, from the Teaching Resource website, https://www.teachstarter.com/au/teaching-resource/see-think-wonder-template/. Students discuss each of the unique leisure activities either in groups or as a class.



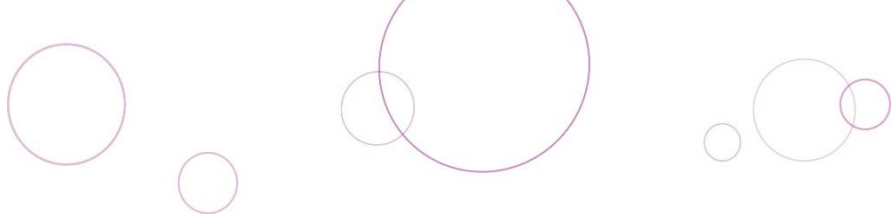
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 6 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか ; いいえ、日曜日 は ちよつと ; じゃあ、土曜日 に いきましょう Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event	ひまなときとレジャー Students share information on home routines and leisure activities. Learning intentions Students: • use bilingual print and/or online dictionaries to build a list of places for leisure activities • use formulaic expressions for giving instructions or seeking permission; for example, みて ください。 • トイレ に いっても いい ですか。 • locate and interpret information from texts about free time and leisure • express likes, dislikes and preferences • participate in language games to reinforce language acquisition • rearrange words in jumbled sentences to make grammatically correct sentences • create a rap song or rhyme stating likes, dislikes and preferences, and justifying their choices.	Teaching and learning activities • As a class, brainstorm a list of places where students participate in leisure activities. Write these on the whiteboard and have them copy the list into their workbook. Provide students with access to online bilingual dictionaries – for example, www.jisho.org – to look up the places in Japanese and then copy into their workbook <i>Japanese Vocabulary Notebook 2</i>, List 68. • Give students access to language practice activities from The Japanese Teaching Ideas website, https://www.erin.jpf.go.jp/en/lesson/05/vocabulary/ or Japanese Teaching Ideas, Directions, http://japaneseteachingideas.weebly.com/directions.html to revise vocabulary for places. • Introduce <i>te</i> form ください and もいいですか, to students – for example, たべてください。よんで もいいですか。きいてください – to practise matching the English adverb to its Japanese equivalent. • Instruct students to make a set of cards to play Memory using the sentence pattern ください and もいいですか。 Place students into groups of four to play the game, Conjugating Verbs using the website Japanese Teaching Ideas, Verb Conjugations,

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Creating Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts Translating Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource		http://japaneseteachingideas.weebly.com/verb-conjugations.html. - Teach Japanese sentence order. Show a sample sentence on the projector/interactive white board (IWB); for example, 日^{にち}よう^び日^びに おんがく を きいてください。 Students compare Japanese sentence word order to English and discuss particle usage. Provide students with a list of jumbled sentences and ask them to order the sentences correctly; for example, としょかん に いって も いい ですか。 - Provide students with strips of paper/mini whiteboards to write their own sentences, using the sentence pattern time/day に verb (te form) + ください/もいいです. Ask students to read their sentence to a partner. - As a class, brainstorm words and phrases for likes, dislikes and expressing preferences; for example, とくい です。 じょうず です。すきです。 - Ask students to listen to the song <i>Kibishii sensei</i> from the digital text Languages Online then, in groups of four, sing the song in a round. https://www.education.vic.gov.au/languagesonline/japanese/resources.htm (Song Lyrics – Romaji).



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula です and the verb suffix ます Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:		• Arrange students in pairs to create a call and response rap song or rhyme about likes and dislikes. Provide students with opportunities to script and rehearse the song, and then present it to their class and to Year 4 students (Formative assessment).

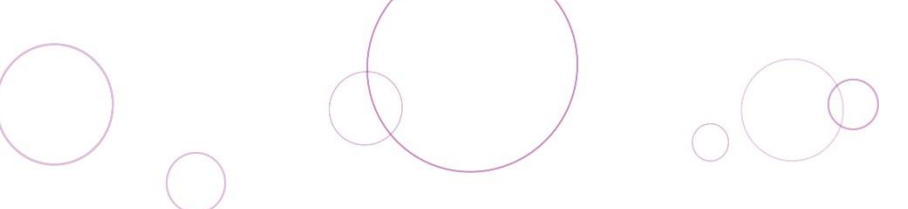


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using verbs to indicate – Would you ...? Shall we ...? ～ませんか； ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見てください； トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas Build a metalanguage in Japanese to talk about language Role of language and culture Understand that language and culture are integral to the nature of identity and communication		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 7 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー がとくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか ; いいえ、日曜日 は ちよっと ; じゃあ、土曜日 に いきましょう Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting	ホリデー Students share information about how they would like to spend their Easter or Term 1 holiday break. Learning intentions Students: • discuss activities they do at home during the holidays • observe and comment on similarities and differences in holiday habits • compare national, religious and school holidays in Japan and Australia • comment on cultural expectations about Japanese children's holiday leisure activities • script and voice a holiday wish list with a digital application.	Teaching and learning activities • Ask students to refer to the website Transport in Japan, https://www.transport-pf.or.jp/english/index.html. With students in pairs or groups, discuss the different types of transport used in and around Japan. Compare these types of transport to types used in Australia. • Provide students with access to as online resource, such as: ▪ YouTube clip, Japanese Songs for kids – Vehicles Song – Learn Japanese for kids – Dinolingo https://www.youtube.com/watch?app=desktop&v=JqrFDd53wms ▪ <i>Erin ga chosen</i>, Develop vocabulary, Lesson 6, Transportation https://www.erin.jpf.go.jp/en/lesson/06/vocabulary/ ▪ Quizlet, Japanese Transport https://quizlet.com/15521571/japanese-transport-flash-cards/. • Support students to recall familiar and integrate new transport vocabulary. Use the familiar sentence pattern, transport で いきます。Ask students to write sentences using picture cards or a PowerPoint from the Japan Foundation (Sydney), Picture Cards, Noun Picture Cards, https://jpf.org.au/classroom-resources/flash-cards/noun-picture-cards/cards/#transport or Japanese Teaching

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Translating Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of		Ideas, Travel & Transport, http://japaneseteachingideas.weebly.com/travel.html. • Organise students in pairs to interact with each other, asking and answering questions. Students find out how their classmate travels to their holiday destinations. • Ask students to complete the language activities from <i>Joozu!</i>, Out and About, Getting around, p. 71. • Play the <i>Kumo</i> game from Japanese Teaching Ideas, transport section. Assist students to use the appropriate sentence pattern; for example, transport で person と place に いきます. • Ask students to write in Japanese in their workbook (or on a small whiteboard) three activities they would like to do while at home during their holidays. Place students in groups of four and ask them to list their responses in order of the most popular to the least popular activity. Ask each group to report their findings to the class in Japanese. • Provide students with access to the Office Holiday websites, https://www.officeholidays.com/countries/japan/2021 and https://www.officeholidays.com/countries/australia/western-australia. Students compare national, religious and school holidays in Japan and Australia. Ask students to consider the type of activities that occur during these holidays and give reasons why.

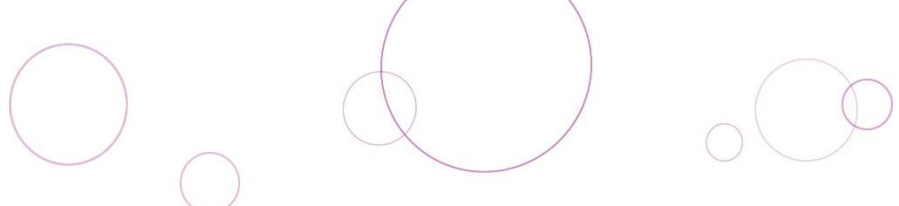
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませんか； ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見てください； トイレ に いっても いい ですか Build a metalanguage in Japanese to talk about language Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology		• Arrange students in pairs and introduce the speaking activity (このあき) やすみになにをしますか。(このあき) やすみにテレビをみます。Ask students to interview each other about their school holiday activities and complete a Venn diagram showing similarities and differences. Use the website Education World, Teacher Tools & Templates, Two-Circle Venn Diagram Template, https://www.educationworld.com/tools_templates/venn_diagram2. ▪ Use the Venn diagram to show how to express and make comparisons between the activities. Students write sentences about the popular, more popular and the most popular school holiday activities listed in the Venn diagram. • In Japanese, talk with students about their plans for the Term 1 holidays. Have students talk about ▪ the places they would like to visit ▪ the time and day ▪ how they will get there ▪ who they will go with ▪ the activities they will participate in. Provide a sample script. • Ask students to write this information on a card and then use the card as a stimulus to talk about their holiday plans



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		with a partner. Invite students to present their holiday plan to the class. • Create a set of stimulus cards – one for each student – that includes the name of a place, pictures of holiday activities, a type of transport, the day and the time. Ask students to use the information on the card to prepare responses about the holiday activity. Tell students that you will interview each student with questions about the information on their card; for example, このあきやすみにどこにいきますか。なんでいきますか/どうやっていきますか。何よう日にいきますか。何時に place でいきますか。何をしますか。 • Provide students with an activity sheet from <i>Joozu! Out and About</i>, ‘Getting Around’, pp. 70–71. Instruct students to complete the activities provided, including the role-play, and answer the true or false statements. Assessment Formal assessment using the task <i>Ryugakusei</i>: https://k10outline.scsa.wa.edu.au go to Assessing > Assessment Activities > Year 6 > Languages > ‘<i>Ryugakusei</i>’. Part A – 20 minutes: Read Profiles about two Japanese students and respond to questions in English Part B – 30 minutes: Letter writing task

Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Term 1, Week 8 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか ; いいえ、日曜日 は ちよつと ; じゃあ、土曜日 に いきましょう Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	ホリデー Students share information about how they would like to spend their Easter or Term 1 holiday break. Learning intentions Students: • rearrange words in jumbled sentences to make grammatically correct sentences • participate in interactions to seek and share information about hobbies, daily routines and holiday plans • express, in verbal exchanges and in short texts, their likes, dislikes and preferences • adapt a script and rework it into a blog post for a pre-teen forum • engage and collaborate with peers to design a blog post or display poster about holiday activities.	Teaching and learning activities • Introduce verbs to indicate – Would you ...? Shall we ...? ~ませんか ; ~ましょうか using PowerPoints from Japanese Teaching Ideas website, Travel http://japaneseteachingideas.weebly.com/travel.html. Instruct students to create sentences about how they hope to spend their Easter or Term 1 holiday break. • Provide students with activities from <i>Joozu!</i> Activities for Beginners, p. 60. Consolidate the use of ~ませんか ; ~ましょうか by using a set of flash cards to discuss holiday break activities; for example: 水曜日 に まち に いきませんか。 はい、まち に いきましょう; いいえ、水曜日 は ちよつと… • Provide students with jumbled sentences about comparing and indicating preferences for holiday activities and ask them to rearrange the words to form correct sentences. Check the accuracy of word order by asking students to read their sentences to the class. • Model a wish list for students to give to their parents/guardians/caregivers of the top ten things to do during the school holidays; for example, えいがをみます。 おんがくをききます。

Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Understanding Systems of language Engage with authentic spoken language, recognising how words blend Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i> Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ/どれ		プールにおよぎます。 メールをおくります。 ブルームにいきます。 スポーツをします。 じてんしゃにのります。 Provide students with access to an application or recording device and have them record their wish list for their parent/guardian/caregiver/s of the top ten things they would like to do in the coming holidays. (Formative assessment) • Ask students to rework their wish list into the format of a blog post for a pre-teen forum. Revise with students their understanding of blogging conventions; for example, informal tone; brief, episodic/diary-like entries recording events and opinions. or • Ask students to design a display poster: がっこうのきゅうじつのかつどうのアイデア！ Each student then passes their poster around the room so that their classmates can contribute several phrases (prepared in the previous activity) – for example, レストランでたべましょう。^{なに}が^す好きですか。 ともだちとこうえんにいきませんか。



Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
- using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て ください ; トイレ に いっても いい ですか - using conjunctions such as そして、それから to link ideas Build a metalanguage in Japanese to talk about language Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values		かぞくとうみにいきます。 – until each student has contributed a sentence to each poster. Assessment Summative assessment using the task <i>Yasumi</i> やすみ (Holidays): https://k10outline.scsa.wa.edu.au go to Assessing > Assessment Activities > Year 6 > Languages > ‘Yasumi’. Oral performance – participate in a role-play



TERM 2

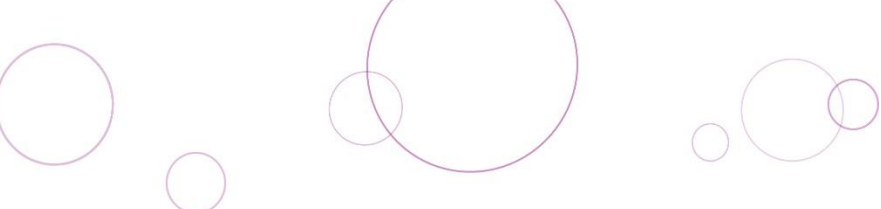
Weeks 1–8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 1 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか ; いいえ、日曜日 は ちよつと ; じゃあ、土曜日 に いきましょう Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing	きゅうじつ 休日 Students exchange information about their most recent holiday break. Learning intentions Students: - ask and respond to questions about when activities occur - use flashcards to introduce nouns and verbs for home routines - comment on holiday activities - use conjunctions to extend sentences - use the past tense to describe preferences about holiday activities - present information about activities they did during their school holidays - conduct a survey about popular holiday activities.	Teaching and learning activities - Place students in pairs and have them complete the activities from <i>Tanoshii Nihongo = Japanese is Fun</i>, Units 8 and 10, revising Days of the Week (<i>Kanji</i>) from <i>Mirai Japanese Activity Book Stage 1</i>, p. 84, and Months of the Year/listen and repeat key vocabulary from the website <i>Marugoto</i>, Calendar https://words.marugotoweb.jp/static_contents/pc/collecti on/calendar.php?lang=en. - Select picture cards from the Japan Foundation (Sydney), Classroom Resources, Flashcards, Verbs and Adjectives Picture Cards, https://jpf.org.au/classroom-resources/flash-cards/verbs-and-adjectives-picture-cards/cards/ to introduce nouns and verbs for home routines and leisure activities in the past tense ～ました、～ませんでした. Practise word order and pronunciation using flashcards with students; for example, いちがつ 一月にシドニーにいきました。すい 水よう日にやまに のぼりました。ろくにネットボールのしあいを しました。 - Provide students with a vocabulary list template from <i>Japanese Vocabulary Notebook 2</i>, List 47. Ask students to watch the online audiovisual clip Japanese vocabulary – family members from the website https://www.punipunijapan.com/japanese-family/. Explain to students that they will revise previously learnt

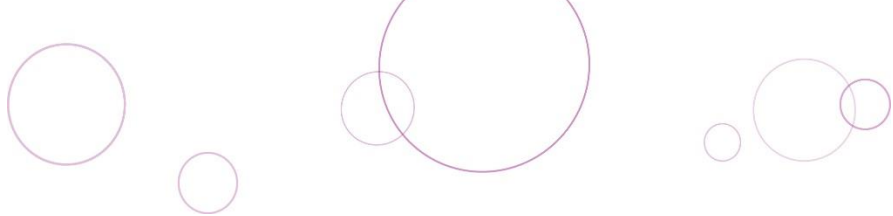


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Translating Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language		vocabulary by writing (in Japanese) the missing information about family members from the video clip in the family vocabulary list. • Guide students to prepare a mind map of the activities they did during their holidays – including who they were with, the day and time – using the template on the website Template Lab, https://templatelab.com/mind-map/. Ask them to use both positive and negative aspects, and make comparisons; for example, 木曜日にもだちとえいがをみました。このえいがはすきでした。八じにおよぎます。Introduce further conjunctions to create cohesion; for example, それから、すしをたべました。Tell students that they will use their mind map to present their information using an agreed format; for example, using a suitable application or template (Formative assessment). • Organise students to present the information about their school holiday activities to their classmates. Provide students with a peer assessment sheet to assess each other as they present information about what they did during school holidays, who they were with, the day and the time. • Arrange students in groups of four to conduct a survey to find out what the five most popular holiday activities were in their group. Invite each group to present their information to the class. Draw a table and list the five most popular activities for each group on the whiteboard.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula <i>です</i> and the verb suffix <i>ます</i> Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i> Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? <i>～ませか ; ～ましょうか</i> • understanding the use of <i>これ/それ/あれ/どれ</i>		Model the use of the information in the table to create a column graph. Ask students to draw their own simple column graph using the information in the table and write five sentences to describe the information presented. • Read the folktale <i>おおきなかぶ</i>, <i>The Big Turnip</i> with students. Teachers can access an audiovisual clip from: ▪ The Japan Foundation (Sydney) website, Classroom Resources, Play: The Big Turnip, https://jpf.org.au/classroom-resources/resources/play-the-big-turnip/ ▪ YouTube, <i>おおきなかぶ</i> https://www.youtube.com/watch?v=Tsw08MrOkIw . • As a class, discuss the familiar language used in the folktale, including family members, past tense and leisure activities. Ask students to describe the activities that the characters do in Japanese. Make a list of new vocabulary heard/read during the folktale. Teacher support can also be found at the Japan Foundation UK website, JLF Scheme of Work for Primary Schools – JSWO, https://www.jpf.org.uk/language/jsow.php#year3.

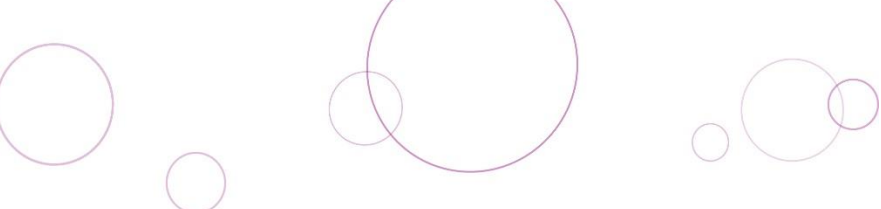


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見てください ; トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas Build a metalanguage in Japanese to talk about language Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values Language variation and change Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing respect for authority figures, for example, しつれい します ; よろしく おねがいします		

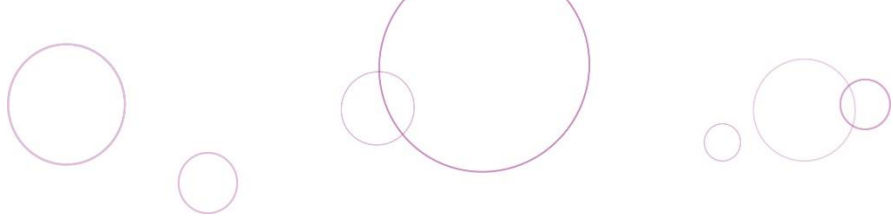


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication		

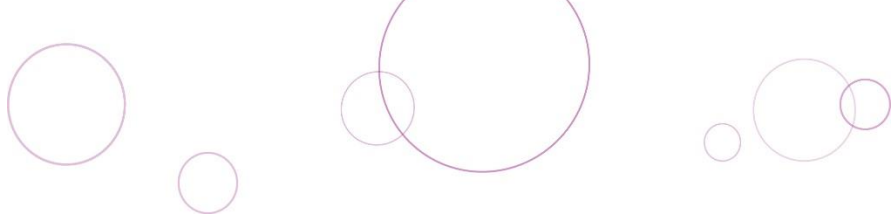
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 2 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカーをしますか；いつしますか；サッカーがとくいですか；けんくんはテニスがじょうずです；父はサッカーがとくいです Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting	きゅうじつ 休日 Students watch a Japanese folktale and create a role-play from the perspective of one of the characters. They also exchange information about their most recent holiday break. Learning intentions Students: - extract information about holiday activities from a written or multimedia text - comment on cultural expectations about Japanese children's holiday pastimes in the animated story - identify language that locates events in time, and simple verbs, adjectives and time words; for example, なつやすみ、いきます、あつい - write and perform a role-play from the perspective of one of the characters in the <i>Sumo Picture Book</i>.	Teaching and learning activities - Students watch the animated Japanese folktale きんたろう from YouTube, Kintaro (English) Animation of Japanese Traditional Stories, https://www.youtube.com/watch?v=gasxJqFSzfU, or Kids Web Japan, Folk Legends, Kintaro, https://web-japan.org/kidsweb/folk/kintaro/kintaro01.html. Invite students to comment on the activities that きんたろう does in the story and how this compares with their own holiday/leisure activities. - Ask students to identify the vocabulary they know and to discuss new vocabulary from the animated story. Students review the activities as well as highlight cultural activities, such as sumo wrestling and bathing in an <i>onsen</i>. Ask students to locate events in time and also simple verbs, adjectives and time words; for example, なつやすみ、あつい、いきます. - Work with students to make a list of the activities in the animated Japanese folktale; for example, つなひきをします。もくざいをあつめます。およぎます。やまにいきます。おんせんにはいります。Ask students to compare the list with the types of activities they did during their holidays. Have students copy the list into their



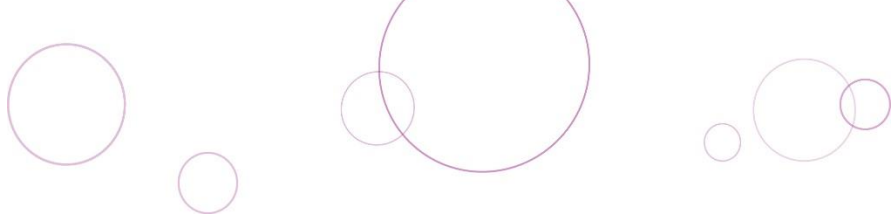
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Creating Share and compare key messages in imaginative texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in <i>anime</i> and compare their treatment across cultural contexts and time Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts Translating Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems Reflecting Engage in intercultural experiences, describing aspects of language and culture that are		workbook and then add three activities they did during their holidays. Place students in pairs and ask them to read the big <i>Sumo Picture Book</i> from the Japanese Foundation (Sydney), Classroom Resources, Sumo Picture Book, https://jpf.org.au/classroom-resources/resources/sumo-picture-book/. Ask students to use and adapt the language in the story to write and perform a role-play from the perspective of one of the sumo characters. Remind students to use the past tense in their writing (Formative assessment).



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula です and the verb suffix ます Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i> Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and		



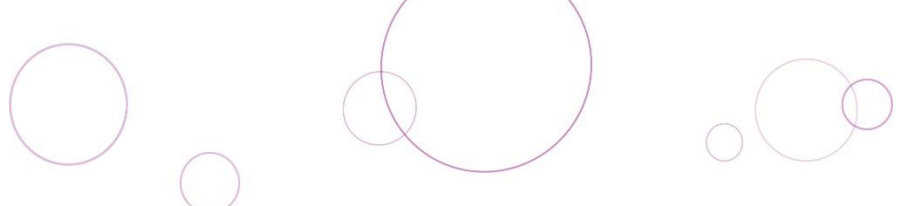
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見てください ; トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas Build a metalanguage in Japanese to talk about language Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values		



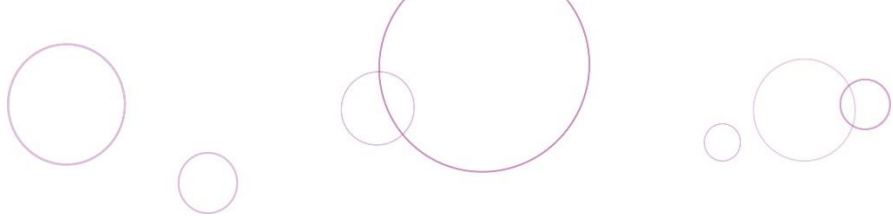
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Language variation and change Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing respect for authority figures, for example, しつれい します ; よろしく おねがいします Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 3 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか ; いいえ、日曜日 は ちよつと ; じゃあ、土曜日 に いきましょう Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting	きゅうじつ 休日 Students exchange information and make comparisons about holiday viewing. Learning intentions Students: • discuss films viewed during the holidays • participate in interactions seeking and sharing information about favourite films and film genres • evaluate information in a pie chart and make comparisons • compare and evaluate information in a pie graph using 'like', 'dislike' and 'favourite'.	Teaching and learning activities • As a class, discuss the films students watched at home or in the cinema during the holidays. Make a list of the films on the whiteboard. Categorise the films into the genre they belong to; for example, れんあいもの、きげき、コメディ、ホラーもの、ドラマ、アクション、けいじもの、まんが、アニメ. Provide students with a summary list of film genres. • Teach students the sentence patterns, movie/genre をみました。 object/thing が好き/好きじゃないです。 いちばん好きなえいがは topic です。 好きな movie/genre は「title」です。 Using a Japanese movie program stimulus, such as Dainobu E-Market, https://tvjapan.net/pro_list/#AM10 or https://tvjapan.net/en/pro_list/#PM11 (available in English and Japanese), ask students to say sentences using particular sentence patterns; for example, きょう、ニュースをみました。そして、ニュースが好きじゃないです。 • As a class, discuss the times and days of the week they will watch the films at home or the cinema. Introduce

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Understanding Systems of language Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula <i>です</i> and the verb suffix <i>ます</i> Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:		sentence patterns using time and days of the week; for example, time に channel で program を します/ やります。; time/day に program をみました。 Ask students to practise writing sentences in their workbook. Provide students with a TV program template/table from the Canva website, https://www.canva.com/class-schedules/templates/. Students listen to information in Japanese about the scheduled movie programs provided by the teacher and write in English the details of the movie/film into the template. - On the IWB, show students the Favourite Type of Movie pie chart illustrating favourite film genres from the Maths is Fun website https://www.mathsisfun.com/data/pie-charts.html. Explain that each slice of the pie represents one film genre and that the larger the slice, the more popular the genre. Model how to compare and evaluate the information in the pie chart. Ask students to write sentences in Japanese stating the most and least popular film genre; for example, わたしのともだちはドラマが大好きです。いちばん好きなえいがはアニメです。好きなアクションは「Baby Driver」です。 - Place students in groups of five and have them conduct a survey about their favourite film genre.



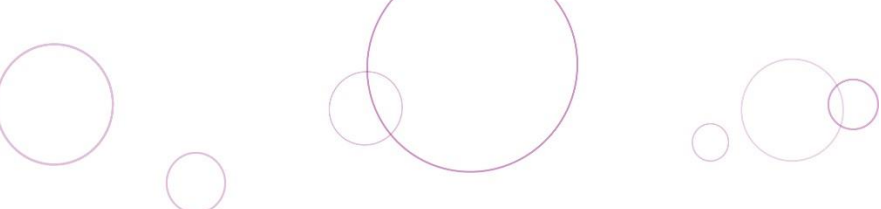
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using verbs to indicate – Would you ...? Shall we ...? ～ませか；～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見てください； トイレ に いっても いい ですか knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas Build a metalanguage in Japanese to talk about language Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values Language variation and change Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of		▪ Compile the survey data from all groups in a table and use this information to generate a pie chart using the Maths is fun website, https://www.mathsisfun.com/data/data-graph.php. ▪ Quiz students using information in the pie chart to compare and evaluate the popularity of different film genres using likes, dislikes and favourite.



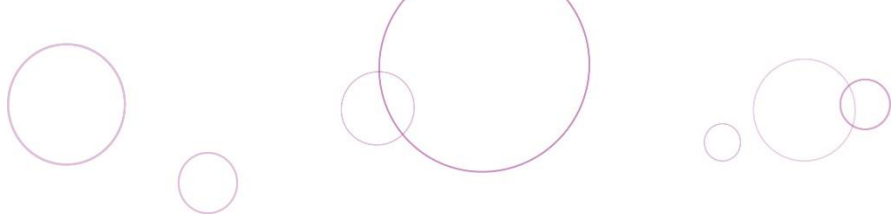
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
surnames or showing respect for authority figures, for example, しつれい します ; よろしく おねがいします Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 4 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか ; いいえ、日曜日 は ちよつと ; じゃあ、土曜日 に いきましょう Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing	しゅうまつに Students interact to negotiate and share opinions about weekend activities. Learning intentions Students: • listen to a spoken text and write a summary • read and reply to messages/letters from friends to negotiate weekend activities • write a program for an ideal weekend, giving times, activities and places • revise asking for permission to do something • give an oral presentation about your ideal weekend • role-play asking and granting permission to go out with friends • use bilingual print and/or online dictionary research strategies.	Teaching and learning activities • As a class, read the text マリアナさん一日のスケジュール (Mariana's daily schedule) from <i>Tsumiki</i> p. 141 or よみかきのれんしゅう, or the reading and writing activities from <i>Mirai 1 Japanese Activity Book</i>, p. 77. Ask students to write a summary of the text in English and include on which day of the week each activity took place. • Students read the text アンドルーさんのスケジュール (Andrew's schedule) from <i>Tsumiki</i> p. 142, and then complete the self-test with a partner. • Students read <i>manga</i> about weekend and leisure activities from <i>Tsumiki</i> pp. 143–145. They then ask questions to clarify their understanding and focus on unknown vocabulary; for example, おおさかじょう、ちかてつ. Students use a bilingual dictionary to look up any unfamiliar words. • Place students in pairs and ask them to make a list of their favourite activities and places to go on the weekend. Students use this information to write a program for an ideal weekend, giving times, activities and places. Ask students to use their program to give an oral presentation about their ideal weekend (Formative assessment).

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Translating Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource Understanding Systems of language Engage with authentic spoken language, recognising how words blend Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart		- As a class, revise vocabulary and phrases used for seeking permission to do an activity. Discuss why it is important to ask for permission and whether they consider it is the same for Japanese children (<i>Tsumiki</i>, pp. 146–151). - Place students in pairs to prepare a role-play about a child asking their parent for permission to go to the cinema to see a movie with their friends. Explain that one student will play the role of the parent and the other will play the role of the child. Revise the types of questions students will need to ask; for example, おかあさん、土曜日にもだちとえいがにいってもいいですか。はい、いってもいいです。何時にえいがにいきましょうか。九じにいきましょう。はは、よるにもだちとえいがにいってもいいですか。いいえ、よるはちょっと… - Invite students to perform their role-play for the class. Provide students with a list of questions to assess each group and have them share their feedback at the end of each role-play. Questions might include: - Did the child ask for permission? - Who did he/she go with? - What time will he/she go to the cinema? - Where is the cinema located? - How long will he/she be? - How will he/she get there?



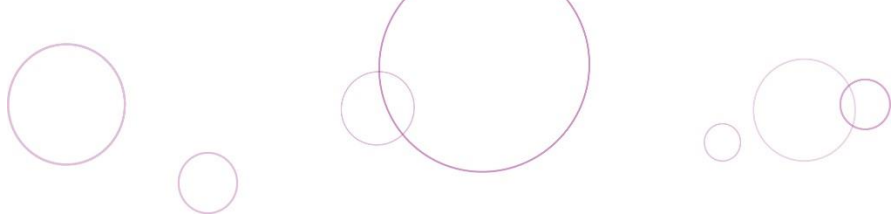
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見てください ; トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas Build a metalanguage in Japanese to talk about language		▪ What film will he/she see? • Prepare a Dictionary Detective search sheet for students by listing approximately 15 new words relating to weekend activities; for example, fishing, dancing, practising piano, praying, diving. As a class, review the process of using a bilingual print and/or online dictionary.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values Language variation and change Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing respect for authority figures, for example, しつれい します ; よろしく おねがいします Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication		

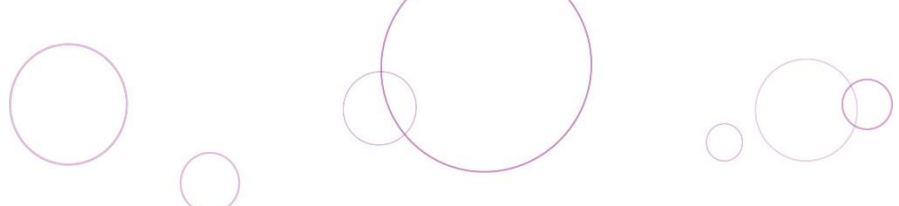
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 5 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー がとくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか ; いいえ、日曜日 は ちよつと ; じゃあ、土曜日 に いきましょう Informing Gather, compare and respond to information and supporting details from a range of written,	しゅうまつに Students interact with others to invite them to take part in an activity, to accept and decline invitations appropriately, and to share information, talk and write about the past weekend's activities. Learning intentions Students: • extend vocabulary to include ways to accept or decline invitations • notice, compare and reflect on cultural similarities and differences in social habits • participate in interactions for accepting and declining invitations • create dialogues, through various games and in different roles and scenarios, where weekend activities are being planned.	Teaching and learning activities • Provide students with access to language practice activities to revise vocabulary for weekend activities from the website Languages Online, Topic 14, https://www.education.vic.gov.au/languagesonline/japanese/topic_14/index.html or Japanese Teaching Ideas, Daily Routines, http://japaneseteachingideas.weebly.com/daily-routines.html. • Ask students to practise dialogues, asking and answering questions about what they did on their weekend. Remind students to use the past tense sentence patterns; for example, しゅうまつにどこにいましたか。しゅうまつにメルボーンにいました。メルボーンでなにをしましたか。メルボーンではくぶつかんにいました。Ask students to listen to conversations about weekend activities from <i>Mirai Japanese Activity Book Stage 1</i>, pp. 81–2. • Discuss with the students why there is a difference between the types of activities Australian and Japanese students do on Saturday. Have them consider why Sunday is an important day for families in both countries. • Revise question words and phrases used to invite someone to go somewhere or to do something with you; for

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts, related to their personal and social worlds Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i> Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics		example, 日よう日 に まち に いきませんか。 いいえ、日よう日 は ちょっと...じゃあ、土よう日 に いきましょう。 • Teach students phrases for accepting and declining invitations; for example, 日よう日にコンサートに いきませんか。はい、いきましょう。いいえ、日よう日はちょっと ... Students work with a partner to practise accepting and declining invitations. • Arrange students in a circle and tell them that they will participate in a question–answer game. Assign students either ‘はい’ or ‘いいえ’ as a response status. Explain that you will ask a question and that they must respond according to their response status. Remind students that they must respond in a full sentence. Start the game by pointing to a student and extending an invitation; for example, よるにえいがをみましょうか。 日よう日に ゲームセンターにいきましょうか。 Remind students that they have five seconds to respond in the positive or negative, as assigned. Continue the game until all students have had a turn. Select a confident student to take over the leader’s role and continue the game.

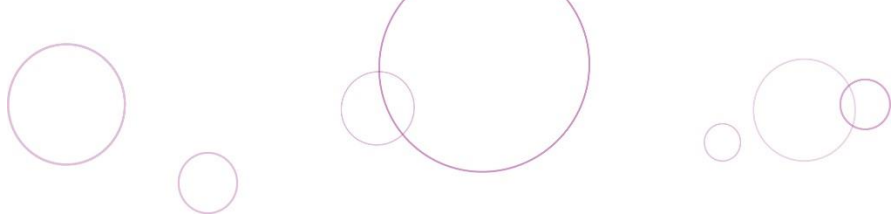


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? 〜ませんか; 〜ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て ください; トイレ に いっても いい ですか • using conjunctions such as そして、それから to link ideas Build a metalanguage in Japanese to talk about language Role of language and culture Understand that language and culture are integral to the nature of identity and communication		

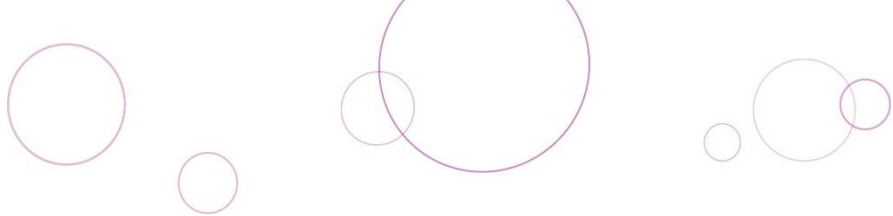
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 6 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー がとくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか ; いいえ、日曜日 は ちよつと ; じゃあ、土曜日 に いきましょう Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	しゅうまつに Students interact with others to invite them to take part in an activity, to accept and decline such invitations appropriately, and to share information and talk about weekend activities. Learning intentions Students: - ask permission to leave the house - notice, compare and reflect on cultural similarities and differences in social habits - role play, through various games and in different roles, scenarios where weekend activities are being planned - read and listen for gist and specific details - participate in language games to reinforce language acquisition.	Teaching and learning activities - Ask students if it is customary for them to ask their parent/guardian/caregiver for permission before they leave the house or accept an invitation. Inform students that Japanese children always ask permission before leaving the house or accepting an invitation. Provide phrases to use when leaving the house; for example, いってきます、いってらっしゃい、ただいま、おかえり - Place students in pairs and give them a card containing information about an activity to do on the weekend. Have students work together to prepare a role-play where one student invites the other student to participate in an activity. Remind them to include the day, the time and any other relevant information. - Brainstorm with students a list of approximately 30 activities in both Japanese and English and write them on the whiteboard for the game Activity Bingo. Explain to students the rules for the game Activity Bingo. Ask students to draw a grid four spaces across and seven spaces down in their workbook. Tell students to write in <i>kanji</i> the days of the week in the first column, and in the remaining spaces, symbols or words in English for activities to produce a 'diary' of three activities for each day. Ask



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Translating Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend		students questions in Japanese that include the day and the activity; for example, 木^{もく}よう日^びにゲームをします/ ましょうか。 Tell students to listen for the day and the activity and then cross off/highlight this on their grid. Remind students that the first person to cross off all three activities on one day is the winner. • Participate in language games to reinforce language acquisition by completing the activities from <i>Joozu!</i>, My day, time (p. 44), My day, going places (p. 47), What to do? (p. 57), or Out and about, getting around (p. 67). Or, play Chatterbox or the Verb Board Game from Japanese Teaching Ideas, Daily Routines, http://japaneseteachingideas.weebly.com/daily-routines.html. • Teach students the Fluency Circles game. Arrange students in two large concentric circles, with students facing one another. Give the students in the outer circle a folded stimulus card, which has an inviting question and location/activity and day/time on one side, and a decline or accept response on the half that is seen by the student in the inner circle. Students in the outer circle use the stimulus card to start a conversation with the student opposite them in the inner circle. Ask students to use the information on the stimulus cards to practise asking questions and providing responses. Students ask and



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見てください ; トイレ に いっても いい ですか knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas		respond to the same question three times before passing the card to the student on their left and ask inner circle students to move to the right. Continue until all questions have made the round of students in the outer circle. Start the game again so that inner circle students ask the questions and those on the outer circle respond (Formative assessment).

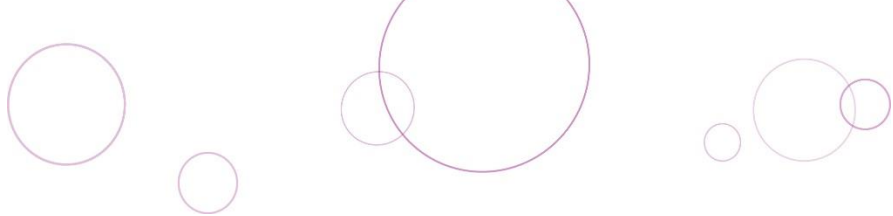


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Build a metalanguage in Japanese to talk about language Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values Language variation and change Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing respect for authority figures, for example, しつれい します; よろしく おねがいします		

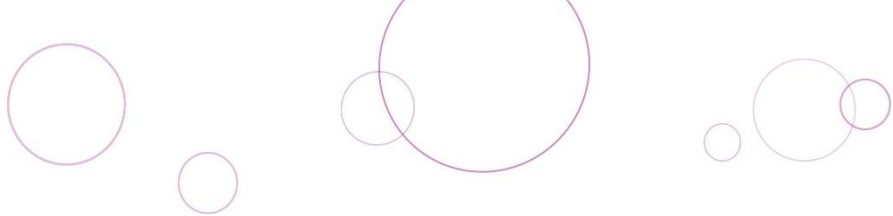
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 7 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか ; いいえ、日曜日 は ちょっと ; じゃあ、土曜日 に いきましょう Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting	しゅうまつに Students interact to negotiate and share opinions about weekend activities. Learning intentions Students: • use the <i>Deai Kit</i> to review weekend activities • complete a jigsaw task to gather information needed to read a text • participate in interactions seeking and sharing information about weekend plans and recollections, using modelled phrases correctly • extract and interpret information about people's weekend activities in the near future and recent past from a range of multimodal texts.	Teaching and learning activities • Choose a character and picture set from the <i>Deai Kit</i> website, https://www.tjf.or.jp/deai/contents/search/photo_top.html. Show the pictures to the class and ask the students to create sentences about the activities the characters are participating in. • Guide students through a Jigsaw reading and writing activity. Prepare two different cloze versions of the text from <i>Mirai Japanese Activity Book Stage 1</i>, p. 86. Place students in pairs and ask them to take turns to read their text while their partner fills in the gaps. Ask students to check their version with their partner's version of the text. • Provide opportunities for students to review weekend activities by reading Sarah's essay from <i>Mirai Japanese Activity Book Stage 1</i>, p. 65. • Play the Tic Toc game with the class. Place a packet or two of Tic Toc biscuits in a container (these biscuits have a clock face imprinted on one side) and invite students to choose a biscuit and say in Japanese the time displayed. They may then eat their biscuit. • Explain to students that they will be taking part in an activity that involves negotiating with several others to organise their weekend social schedule. The teacher asks



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Translating Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart		students to write three things they would like to do on the weekend in their workbook. Explain to students that they must arrange all their activities with a number of other students. Model the activity with a student volunteer, revising ways to accept or decline invitations, and negotiate times or activities. Allow students 15 minutes to complete this activity. Monitor and support students' use of language. Ask pairs of students to model in front of their peers how they negotiated to do an activity (Formative assessment). Teachers can use the sample dialogues from <i>Mirai Japanese Activity Book Stage 1</i>, p. 87 as a guide. • Instruct students to write their weekend schedule in complete sentences in their workbook. Ensure they form sentences correctly by writing on the board; for example, 土曜日^どに六時^びにおきました。そのあとで、シャワーをあびました。あさ、まんが^{ろくじ}をよみました。そして、あさごはん^{さんじ}をたべました。三時にフット・ボールのしあいをしました。それから、ともだちとテニスをしました… Ask students to write an hourly activity schedule for Friday to include practice of time phrases (Formative assessment).

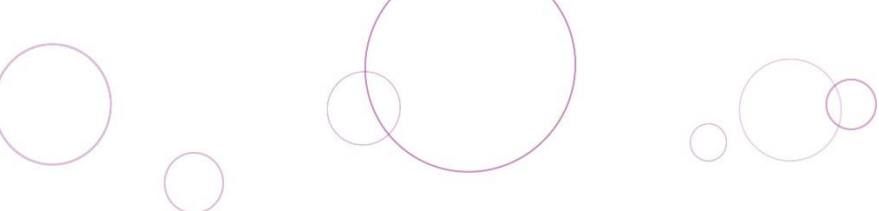


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i> Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て ください ; トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas		

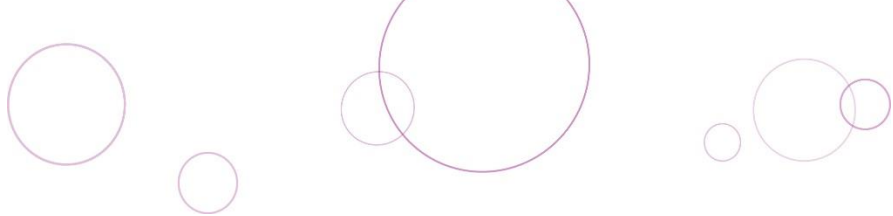


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 8 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー が とくい です Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Translating Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource Reflecting	しゅくじつ Students integrate and celebrate their learning in this focus area to create and play team games that recall structures and vocabulary. Learning intentions Students: • read and interpret information from a text • extract and interpret information about people's weekend activities • write the conversation between two characters using a <i>manga</i> template • use bilingual print and/or online dictionaries • produce a board game, making maximum use of the target language and following text-type conventions.	Teaching and learning activities • Provide students with the text ぶんかさい from <i>Mirai Japanese Course Book Stage 1</i>, pp. 150–151. Read the text and ask students to highlight the verbs, nouns and particles using three different colours. Ask students to underline and write the meaning above each word they know. Invite students, in pairs, to read a sentence and then translate it into English. Ask students to complete the activity かいわを いれましょう from <i>Mirai Japanese Activity Book Stage 1</i> p. 78 or p. 88, or <i>Tsumiki 1: Workbook</i>, p. 114 or p. 116. Ask students to fill in the conversation using the sentences at the bottom of the page. Assist students as required. Invite students to read their conversation to the class. • Discuss with students the types of celebrations/festivals they have participated in. Inform students about celebrations/festivals in Japan that Japanese students become involved in on weekends or during the year. Invite students to compare celebrations/festivals in Australia and Japan. • Provide students with time and resources – such as digital devices, stationery and bilingual print and online dictionaries – to create a board game that features the language structures from this semester in an engaging and accessible format. Ideas and templates can be accessed



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula <i>です</i> and the verb suffix <i>ます</i> Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken		- from Tools for Education, Boardgames, https://www.toolsforeducators.com/boardgames. Let students know if they need to make or bring accessories, such as counters and dice. The following week, after the formal assessment is complete, allow students to play the class's created games in a tabloid rotation. (Formative assessment) Assessment Summative assessment using the task 日本のスポーツ・ブログ! / Japan Sports Blog! (Appendix C) - Write a blog post about sports and activities that young Australians like to do on the blog 日本のスポーツ・ブログ page.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て ください ; トイレ に いても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas Build a metalanguage in Japanese to talk about language Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values		



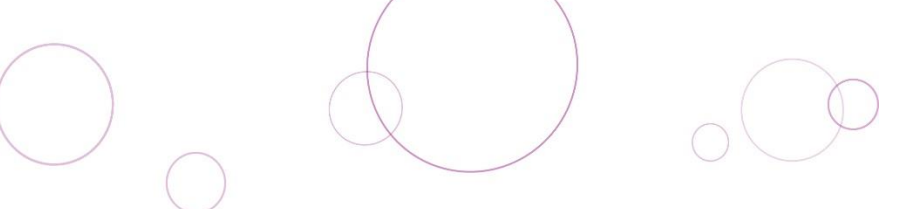
TERM 3

Weeks 1–8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 1 Communicating Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Translating Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource	ぎょうじ Students relate and exchange experiences and opinions about celebrations, past and present, and investigate how Japanese people celebrate special events. Learning intentions Students: • reflect on elements of celebrations common across cultures • complete a KWL organiser about festivals in Japan • categorise important Japanese events by date and type of celebration • use bilingual print and/or online dictionaries to translate the dates and the names of holiday observances • review dates and common celebrations.	Teaching and learning activities • Introduce students to 七五三 <i>Shichi-Go-San</i> Festival in Japan by asking the following questions: Why do people celebrate? Are celebrations universal or particular to a place? Are there elements common to all celebrations; for example, food, drink, dance, music, parades, costumes/clothing, fire (works), lights or symbols? How do you feel in the lead up to, when you celebrate and after a celebration? Discuss responses to questions with students. • Model for students how to make a KWL organiser with the column headings していること (What I know) ; 知りたいこと (What I want to know) ; したこと (What I learned) and ask them to copy this into their workbook. As a class, brainstorm what students know about the focus 七五三 <i>Shichi-Go-San Festival</i>. ▪ Ask students to complete the first column in their KWL organiser, していること, on the focus 七五三 <i>Shichi-Go-San Festival</i>. Allow five minutes for students to discuss with a partner what they would like to know about Japanese festivals and then write in the KWL organiser what they would like to know or be able to say and do in Japanese. ▪ Watch the audiovisual clip <i>Shichi-go-san festival in Japan</i> from Vimeo, https://vimeo.com/39080303 and

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i> Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas		the Shichi-go-san slide show from Flickr, https://www.flickr.com/search/show/?q=shichi+go+san&s=int, and complete the KWL chart. • Students complete language practice activities on numbers and dates from <i>Tsumiki 1</i>, Unit 8, and online interactive activities from the <i>Aiyori</i> website, http://www.japanese-language.aiyori.org/japanese-words-30.html and the <i>Lingohut</i> Matching Game, http://lingohut.com/en/v47S/japanese-days-and-months-matching-game to reinforce vocabulary and formulaic expressions. • Complete reading and writing activities reviewing dates and numbers in <i>kanji</i> (<i>Mirai 1</i> Course Book, Part 1, Unit 2, pp. 16–17 or <i>Tanoshii Nihongo</i>, Unit 9). • Print the PDF calendar from the website <i>Marugoto</i>, https://words.marugotoweb.jp/static_contents/pc/collecton/calendar.php?lang=en and revise days of the week and dates. View the audiovisual Japanese rap, ‘Japanese days of the month’ from YouTube, Japanese Days of the Month, https://www.youtube.com/watch?v=gdwLTkhloE. Ask students to practice the pronunciation of the days of the month verbally and in written form. • Make a dice using <i>kanji</i> numbers. Play the Dice Game (<i>Japanese Blackline Masters</i> Year 3 – Year 4, p. 10), and practise the pronunciation of dates in Japanese. Students

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Build a metalanguage in Japanese to talk about language Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values Language variation and change Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing respect for authority figures, for example, しつれい します ; よろしく おねがいします Role of language and culture Understand that language and culture are integral to the nature of identity and communication		can also practise other language patterns learnt using activities from Japanese Teaching Ideas, Counting, http://japaneseteachingideas.weebly.com/counting.html. • Project the current year calendar for Japan onto the interactive whiteboard from the website Time and Date, https://www.timeanddate.com/calendar/?year=2021&country=26, and ask students to translate the dates for as many of the holidays and observances – such as cherry blossom festivals and White Day – as they can. Set a time limit for students to find the remaining words in a bilingual dictionary. Check student understanding. • Ask students to add the holidays and observances from the previous activity to their KWL sheet. ▪ Have students use a key of their choice to categorise these days into Universal or National holidays, Cultural Festivals (only in Japan), Religious, Civil, or personal; for example, rites of passage such as birth, baptism and marriage. ▪ Remind students that some dates will fit into more than one category. ▪ Create a section on the whiteboard to write the date each day. Select two students each lesson to write きょうは month ^{がつ} 月 day ^{か・にち} 日 です。 on the whiteboard,

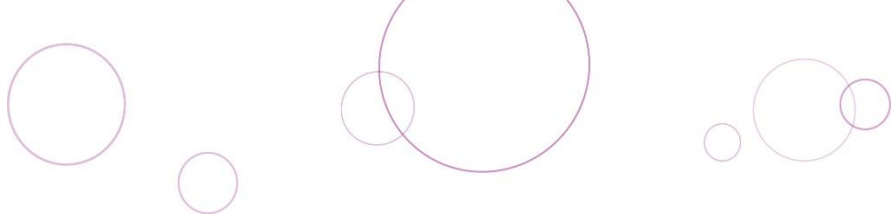


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		along with the date and any holidays and/or observances, including students' birthdays. • Draw students' attention back to the initial discussion of symbols and other common elements of celebrations. Play the audiovisual clip or PowerPoint from Japanese teaching ideas, Christmas and New Year or the website, Vimeo お正月 <i>Oshougatsu</i>, http://japaneseteachingideas.weebly.com/christmas-and-new-year.html or https://vimeo.com/39080303. Tell students that after they view the audiovisual clip, you will ask them to comment on which symbols resonate with them and why others may not. As a class, discuss gift-giving and preparations with students.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 2 Communicating Socialising Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Reflecting Engage in intercultural experiences, describing aspects of language and culture that are	ぎょうじ Students relate and exchange experiences and opinions about celebrations past and present, and investigate how Japanese people celebrate special events. Learning intentions Students: - participate in language games demonstrating understanding of symbols and rituals of celebration - research a variety of texts and sources about festivals/observances to present a written and oral presentation using the 5 Ws and 1 H (who, what, where, when, why and how the given festival/observance takes place - participate in interactions seeking and sharing information about special events/festivals.	Teaching and learning activities - Explain to students the rules to the game Guess the holiday: - Teacher draws or writes one clue at a time on the whiteboard; for example, a calendar with a date circled, children wearing <i>kimono</i> at a shrine to signify 七五三 <i>Shichi-Go-San</i>. Picture prompts can be found on Ricoh Japan's Printout Factory page, https://www.printout.jp/CL/EVT/. - Students write the answers for each clue in their workbook - Teacher selects one student to provide their answer for the class - Students make up their own clue in their workbook - Teacher invites one student at a time to copy their clue onto the whiteboard for the class to guess. - Explain to students that they will make a celebration mobile based on one of the Japanese celebrations/festival days. - Arrange students into groups of four. - Prepare a 'lucky dip' of Japanese celebrations/festival days to research; for example, たいいくのひ、はなみ、おしょうがつ、ひなまつり、おつきみ、せいじんのひ、たなばた、おぼん...

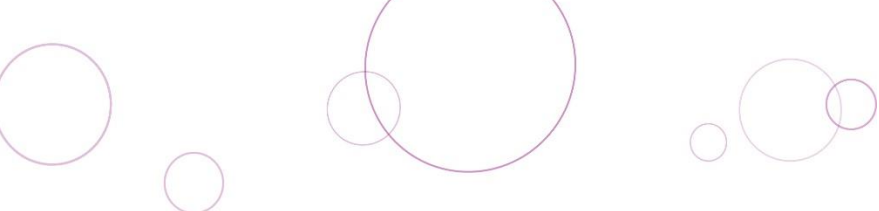


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula <i>です</i> and the verb suffix <i>ます</i> Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using conjunctions such as <i>そして</i>, <i>それから</i> to link ideas		▪ Explain that the mobile should have at least eight cards, each containing a short narrative or dot points mostly in Japanese; for example, 日本人は event に verb ます. ▪ Outline different aspects of the selected celebration or commemoration, with some illustrations. Provide each group with the 5 Ws and 1 H (who, what, when, where, why, and how) graphic organiser when planning (https://www.teachstarter.com/au/teaching-resource/five-ws-graphic-organiser/): 1. だれ? and どうやって? (include how children celebrate; any stories/legends/folktales that go with the celebration) 2. なぜ? and なに? (reason for/purpose of the celebration; songs, costumes and traditions) 3. どこ? and なんて? (location, date/month of and history behind the celebration) 4. しりたいこと? (What if you could no longer celebrate something you looked forward to? What would you miss? Consider how important these festivals are to Japanese people and why). ▪ Ask each group to discuss and allocate which investigation focus each member of the group will work on for the celebration mobile. Provide students



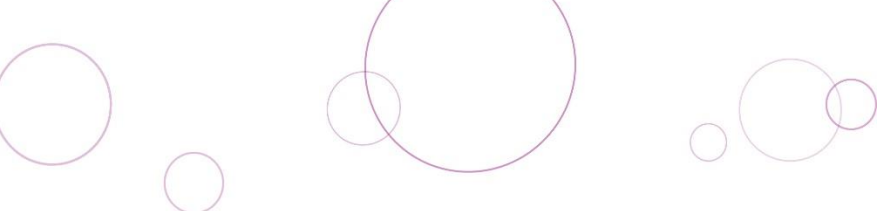
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology		with access to the internet, electronic devices and stationery (Formative assessment).

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 3 Communicating Socialising Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Translating Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource	ぎょうじ Students relate and exchange experiences and opinions about celebrations past and present, and investigate how Japanese people celebrate special events. Learning intentions Students: • use a variety of texts and sources to research and prepare a written and oral presentation of the 5 Ws and 1 H (who, what, where, when, why and how) of a given festival/observance • participate in interactions seeking and sharing information about special events • prepare questions and answers for a class quiz based on their festival/celebration mobiles • develop a word search or crossword based on festival/celebrations using an interactive website.	Teaching and learning activities • Allow students time to complete the writing component of the celebration mobile and to rehearse their presentation. Invite each group to present their findings orally to the class (Formative assessment). Arrange for the completed mobiles to be displayed in the school library/language learning area foyer. • Ask each group to use the information in their celebration mobile to write four questions and answers for a class quiz on celebrations. Collect the questions and answers and deliver the quiz to the class. You could use an online quiz generator, such as: ▪ Kahoot https://kahoot.com/ ▪ Quizlet https://quizlet.com/subject/Japanese ▪ Puzzle Maker https://puzzlemaker.discoveryeducation.com/ to deliver the questions. • Support students to create a word search or crossword based on celebrations. Students can use websites; such as Puzzle Maker, https://puzzlemaker.discoveryeducation.com/ or QUIA https://www.quia.com/web.

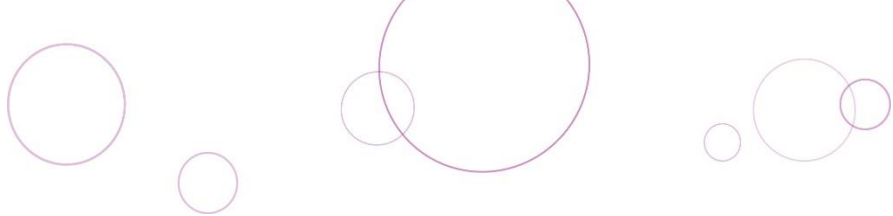


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i> Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Role of language and culture Understand that language and culture are integral to the nature of identity and communication		Ask students to swap their word search or crossword with another class member to solve.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 4 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー が とくい です Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts	おめでとうございます Students relate and exchange experiences and opinions about celebrations, past and present, and investigate how Japanese people celebrate special events. Learning intentions Students: • review speaking about activities and routines • script and perform a skit between two or more people discussing their families' celebration traditions • review writing and speaking about events in the past and present • propose a new Japanese–Australian holiday with supporting detail in a photo story or blog.	Teaching and learning activities • Revise vocabulary and language structures related to talking about activities and routines; for example, ときどきサッカーをします。六時にすいえいをします。日よう日にうみにいきます。ひるごはんにバーベキューをたべます。日よう日はたのしいです。それから、土よう日の一時にテニスをれんしゅうします。 • Revise vocabulary associated with family by completing the multimedia task from the Victorian Government's Languages Online website, Japanese topics, Unit 10: Family: https://www.education.vic.gov.au/languagesonline/japanese/topic_10/index.html or a similar activity. • Place students in pairs to write a conversation in Japanese about their family's favourite activities, food and traditions for a special occasion or festivity to perform as a skit. With students, brainstorm vocabulary and structures related to activities, foods and traditions to use for their role-play (Formative assessment). • With students, discuss 'Celebrations then and now – do celebrations and your attitudes/feelings towards them change over time?' Ask students to select one celebration, such as a birthday or religious holiday, and have them

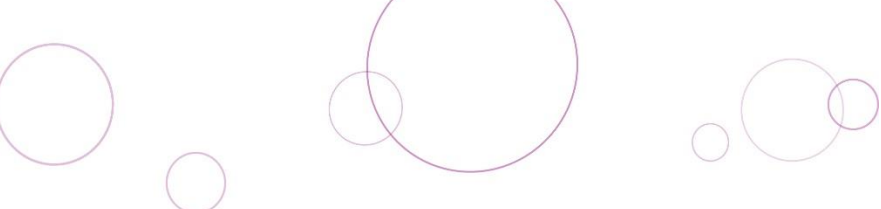


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication		compare how they felt about this celebration when they were younger and how they feel about it now. - Ask students to consider our multicultural society in Australia and how celebrations help bring people closer together. - As a class, discuss that March 26 is Make Up Your Own Holiday Day according to the website Time and Date's Fun Holidays page https://www.timeanddate.com/holidays/fun/make-up-your-own-holiday-day. - Display an online blog post or photo story about Japanese festivals in Australia or Japan. Discuss the symbols or mascots used and the information provided. - Arrange students in pairs and challenge them to create a new holiday to celebrate Japan within Australia, and to create a photo story or blog about their holiday. Inform students that they must include what the holiday/celebration is for; a symbol or mascot to represent the holiday/celebration; and when, where and how the new holiday will be celebrated. - Sample sentence patterns that could be used throughout the assessment include: event は month にあります。Event is in (month), event は date です。

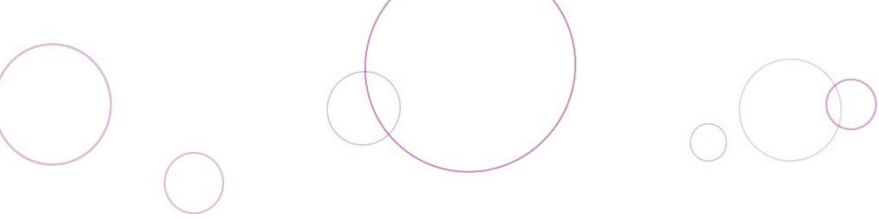


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		Event is on (date), event は date から date までです。 Event is from date to date, にほんじん 日本人は event に. . . For/on (the event) Japanese people place にいきます。 go to a (place), food をたべます。Eat/see/watch movie/TV/video をみます。object をかざります。 make display/put up, person に object をあげます。 give to person (Formative assessment).

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 5 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー がとくい です Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts	おめでとうございます Students review vocabulary and language structures relating to birthdays; examine cultural aspects of birthdays; and revise structures to decode, write and respond to invitations. Learning intentions Students: • present a living tableau of a special event • revise dates and ask/say birthdays • discuss traditions associated with birthday celebrations.	Teaching and learning activities • Arrange students in pairs and ask them to mime a scene or create a tableau (motionless figures representing a scene from a story) of a celebration. ▪ Invite each pair to present their tableau to the class. Select one student at a time to interpret in Japanese the celebration presented; for example, たんじょうび、クリスマス、イースター、おしょうがつ. ▪ Ask the student about what clues led them to make their decision; for example, おおきいケーキです。こどもはうさぎのチョコレートをたべます。 • Give students mini whiteboards to practise writing the months of the year and the numbers from one to 31 using <i>kanji</i> in order. ▪ Ask students to stand and listen as the teacher asks the question: 一月のたんじょうびはだれですか。いつですか。 ▪ Invite students who have a birthday in January to respond with わたしのたんじょうび は month 月 day 日 です。 and then to sit down. ▪ Ask this question for each month, following the same procedure until all students are seated. Inform



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication		students that you will repeat the question this time saying the months in a random order: ろくがつ 六月の たんじょうびはだれですか. ▪ Tell students that when they hear their month they need to form a group, say the date of their birthday in Japanese and arrange themselves in date order. Ask students to arrange themselves in month and date order in a continuous line around the room. (This can be completed silently using gestures or in the target language.) ▪ Inform students that they will ask the student next in line the question, 「おたんじょうびはいつですか」 and they will then respond in Japanese (Formative assessment). • Read and respond to a variety of conversations and invitations about birthdays or celebrations; for example, <i>Tsumiki</i> 1, Unit 8, pp. 116–120 or <i>Kimono</i> Level 1, pp. 40–43. • As a class, discuss any traditions students know about birthdays and ask ‘Have Japanese people always celebrated birthdays?’ Discuss how, traditionally, Japanese people did not celebrate birthdays, and that western traditions like birthday cakes and candles have been adopted. Traditionally Japanese people celebrated Girls

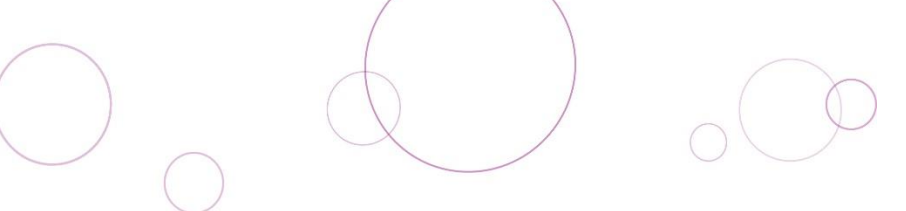


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		Day on 3 March and Boys Day on 5 May. Show students images of food served at celebrations – for example, スポンジケーキ sponge cake – and discuss the types of food served. Facilitate access to technology and ask students to look up someone who celebrates their birthday on the same day/month they do. Award points if they can report in Japanese the name, date and reason why this person is well known (Formative assessment).

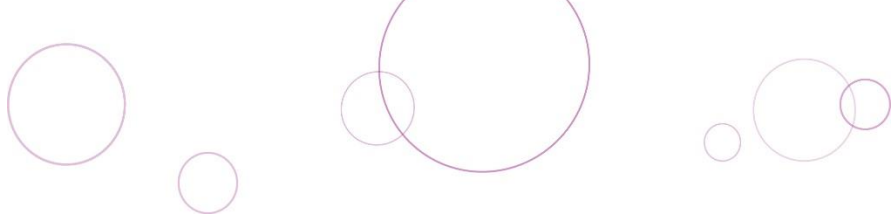
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 6 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつしますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー がとくい です Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts	おめでとうございます Students review vocabulary and language structures related to birthdays; examine cultural aspects of birthdays; revise structures to decode, write and respond to invitations. Learning intentions Students: - extract information from letters, notes or <i>manga</i> about types of celebrations such as birthdays - discuss locations for birthday parties - use bilingual print and online dictionaries to build a location word bank - revise structures to invite, accept and decline in the context of birthdays identify and extract information from invitations and <i>manga</i>.	Teaching and learning activities - Provide students with a <i>manga</i> activity using a text from <i>Kimono</i> 日本語 Level 1 pp. 40–41 or <i>Tsumiki</i> 1 pp. 116–119. Advise them to read the text aloud with a partner, and to identify and extract information about the characters in the text. Clarify by asking questions about the text. - Provide students with a listening activity about birthdays. Sample listening activities can be found in <i>Kimono</i> 日本語 Level 1 Workbook, p. 65 or <i>Tsumiki</i> 1: Workbook, p. 107. Check students' responses with them, asking them to answer questions in English or Japanese. - Students conduct a survey of their peers to find out what month and date they were born. Ask the question, おたんじょうびはいつですか。 なんがつ 何月ですか。なんにち 何日ですか。 Instruct students to complete the table from <i>Tsumiki</i> 1: Workbook Unit 8, p. 103. - Have students volunteer as many possible party locations – for example, ゲームセンター – as they can and record these on the interactive whiteboard. Provide students with access to bilingual print and online dictionaries to search for other preferred party locations and add these to the existing list.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Translating Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource Understanding Systems of language Engage with authentic spoken language, recognising how words blend Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i> Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken		- Play a ball game with students to practise party locations. Have students take turns to throw a ball to another student and ask, for example, わたしのたんじょうびパーティーにきてください。どうぶつえんでわたしのパーティーにいけますか/ませんか。Ask students to reply by accepting or declining the invitation; for example, たのしいです。はい、いきます/ましょう。すみません、いきません/できません。 (Formative assessment) - Present students with some samples of party invitations (<i>Tsumiki</i>, p. 120 or <i>Tanoshii Nihongo</i>, p. 142). Read the invitations together to identify the purpose; for example, to invite someone to a birthday party. Have students pay particular attention to how the text content is developed and the information is sequenced. Ask students to locate the main ideas and supporting details; for example, the date, time, location of the party and any other information, such as whether it is a surprise or fancy-dress party, and if there is entertainment. - Model how to write a party invitation, using one of the texts from Japanese Teaching Ideas, Inviting, http://japaneseteachingideas.weebly.com/inviting.html.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て ください ; トイレ に いても いい ですか • using conjunctions such as そして、それから to link ideas Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values		• Provide another text from <i>Chikara</i> website, M10 Text Birthday 1 • https://www.jpf.org.uk/language/exercises/list.php and ask students to design an invitation. • Ask students to work in pairs to plan a surprise birthday party. Students will ask questions to elicit ideas for the party; for example, ^{なに}何が^す好きですか。どこでしましょうか。 • Prepare a reading activity for students in Japanese from which they are to extract all the relevant party details by answering questions in English. Instruct students to create their own invitation to a birthday party or celebration. A sample can be found in おはよう : <i>Ohayoo</i>, p. 225 or p. 257, or Japanese Teaching ideas, Inviting, http://japaneseteachingideas.weebly.com/inviting.html. Ask students to create the invitation with decorations to complement the theme of the invitation and the location of the party (Formative assessment).



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Role of language and culture Understand that language and culture are integral to the nature of identity and communication		

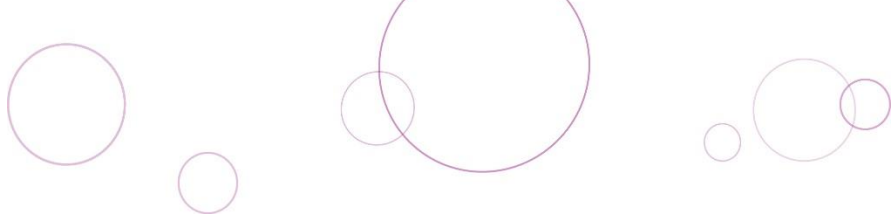
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 7 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか； いつ しますか； サッカー が とくい ですか； けんくん は テニス が じょうず です； 父 は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか； いいえ、日曜日 は ちよつと； じゃあ、土曜日 に いきましょう Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event	おくりもの Students review vocabulary and language structures relating to birthdays and gift-giving, and consider the etiquette associated with gift-giving across cultures. Learning intentions Students: • suggest gifts for themselves and others, and justify their choices • discuss gift-giving in their culture, Japanese culture and across cultures • express likes, dislikes and preferences • negotiate with a partner the type of gift to give a third party.	Teaching and learning activities • Students brainstorm items that would be suitable gifts for an 11- or 12-year-old. ▪ Ask students if they are aware of any superstitions regarding gift-giving in their culture or other cultures. ▪ Provide students with access to the Gift-giving in English cultures quiz from the website ESL Jigsaws, http://www.esljigsaws.com/blog/top-12-tips-for-gift-giving-in-english-cultures/. ▪ Prepare cards for students with pictures of gift ideas, with a description in Japanese and English, and place in a bag. Remove one card at a time and ask students to consider if the pictured item is suitable to gift to a Japanese person, with reference to their culture and beliefs. Use the website Japan Junky, https://japanjunky.com/how-do-you-give-a-gift-in-japan/. • Use the interactive whiteboard to project the SBS Cultural Atlas website to discuss the etiquette associated with gift giving in Japan and have students compare this to the types of gifts they have given or received. View the Cultural Atlas website, https://culturalatlas.sbs.com.au/japanese-culture. Introduce the verbs かいます、あげます、くれます、もらいます. Ask students to create sentences using the

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart		sentence pattern, name <i>さんは gift をかいます/あげます/くれます/もらいます</i>. Students complete the sample speaking activities found in <i>Chikara</i> Birthday 2 M-11, https://www.jpf.org.uk/language/exercises/list.php or Japanese Teaching Ideas, Giving and Receiving, http://japaneseteachingideas.weebly.com/give-and-receive.html. • Provide students with brochures advertising children's toys; for example, using the website <i>Rakuten</i>, https://search.rakuten.co.jp/. Review language structures relating to giving opinions and stating preferences and cost. Invite students to express their preferences from the toys advertised; for example, わたしは item が好きです。item です。 item がいちばん好きです。 • Prepare information gap stimulus cards A and B to facilitate a role-play interaction where two students practise negotiating about a gift to give a third party (Formative assessment). Note: sample picture stimulus can be used from <i>Chikara</i>: M10 Birthday 1, Key into Japan, p. 47, or <i>Moshi Moshi</i> Teachers Resource p. 141. • Students interview five friends to find out their likes and dislikes in regards to gifts. • Introduce students to the writing and speaking activity



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見てください ; トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas		これはだれのおくりものですか。 name さんに何をあげますか。 ▪ Tell students to think of a hypothetical gift for each member of the class. ▪ Supply each student with an activity sheet with a table consisting of three columns. Populate the first column with the names of all the students in the class. Provide a wider second column for the gift and reason for choosing it, and the third column for the cost. ▪ Ask students to choose a gift they think will appeal to each class member and give a reason why they chose the gift, as well as the cost; for example, name さんに gift をあげます。 activity をしますから。 Or item/noun が好きですから。 gift は cost 円です。 (Formative assessment)

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 8 Communicating Socialising Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Creating Share and compare key messages in imaginative texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in <i>anime</i> and compare their treatment across cultural contexts and time Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme,	おくりもの Students read a traditional folktale and perform it as a role-play. Learning intentions Students: - extract information about events from a written text (folktale) - comment on Japanese children's free-time activities - identify language that locates events in time and uses adjectives to describe people, activities and cultural elements in the folktale <i>Kasajizoo</i>. - prepare and perform a role-play of the folktale <i>Kasajizoo</i> - create and perform an imaginative text by writing their own version of the folktale.	Teaching and learning activities - In pairs, students read the story <i>Kasajizoo</i> from the Kids Web Japan website, https://web-japan.org/kidsweb/folk/kasajizo/index.html. Ask the students to predict what they think will happen in the folktale. Students can answer questions about the folktale from the Japanese Teaching Ideas website, Stories and Folktales, http://japaneseteachingideas.weebly.com/stories-and-folktales.html. Discuss the activities the family is involved in throughout the folktale and explore gift-giving. - Students then read the same folktale in Japanese, from the Japan Foundation (Sydney) website, <i>Kasajizoo</i>, https://jpf.org.au/classroom-resources/?s=Kasajizoo using the script. Students discuss known language and predict the meaning of new words. Teachers write a list of known vocabulary from the story on the whiteboard and invite students to give the English equivalent. - Place students in groups and have them role-play the story <i>Kasajizoo</i>. - Ask students to write their own version of the story <i>Kasajizoo</i> as a role-play, <i>manga</i> or storybook by adapting the theme, characters, places, ideas and events. Provide students with a sample template if necessary (Summative assessment).



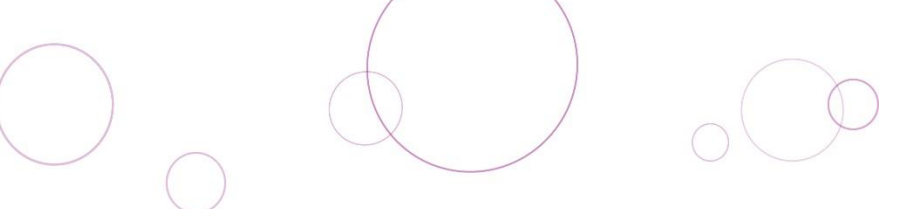
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
characters, places, ideas and events to suit different modes or contexts Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Engage with authentic spoken language, recognising how words blend Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics		



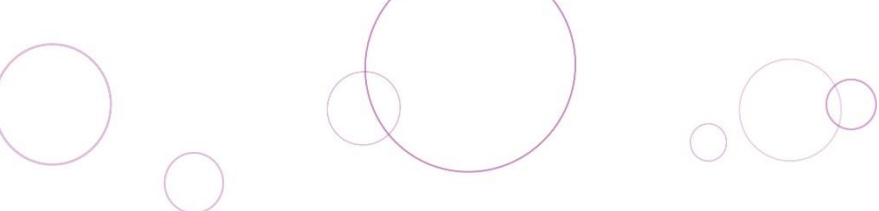
TERM 4

Weeks 1–8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 1 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか；いつ しますか； サッカー が とくい ですか；けんくん は テニス が じょうず です；父 は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか；いいえ、日曜日 は ちよつと；じゃあ、土曜日 に いきましょう Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event	日本のまつり Students negotiate, plan and produce items/activities to showcase their learning of Japanese to the school/local community. Learning intentions Students: • suggest possible activities for Japanese day and rate their pros and cons • recruit group members and negotiate the item or activity they will present • use bilingual print and/or online dictionaries to translate and interpret short texts • draft proposals to present for class and teacher feedback • work collaboratively to suggest, negotiate and produce items for Japanese Day • produce a flyer for the school community advertising a coming event.	Teaching and learning activities • With students, brainstorm a list of activities to showcase their progress in and learning of the Japanese language to the school community; for example, short performances, cooking demonstrations, teaching a game, drawing <i>manga</i>, animation character display, a Japanese Day <i>だれですか</i> baby photo competition. ▪ Place all ideas on large sheets of butcher's paper, and have the class deliberate on and decide (tick/cross) whether each idea is feasible according to the following criteria: できますか。たのしいですか。 にほんご 日本語をはなしますね。やすいです。 みんな、好きです。 ▪ Give students five minutes to approach other students in the class to enquire いっしょにしましょうか。 わたし 私のグループにはいきませんか。 グループをつくりましょう。 ▪ Allow each group 20 minutes to discuss in Japanese their likes, dislikes and preferences about the listed activities and to make further suggestions, such as すしが好きですか。なにをしましょうか。 やきそばをつくりましょうか。

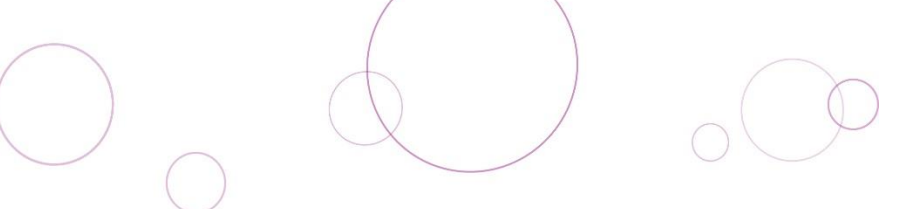


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Creating Share and compare key messages in imaginative texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in <i>anime</i> and compare their treatment across cultural contexts and time Translating Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource Understanding		おこのみやきはむずかしいですか。Remind students that any new ideas must satisfy most of the criteria outlined in the first activity. - Ask groups to write a proposal in Japanese about the activity they will do to showcase their progress in and learning of the Japanese language to the school community. - Ask students to write their proposal in English and Japanese and to begin their proposal with the phrase わたしのグループは topic をていあんします。 - Provide a template students can use to write their proposal, and access to Japanese/English print and online dictionaries. - Ask each group to present their proposal to the class. Discuss with the class whether バラエティーは じゅうぶんですか in order to finalise which items will be included in the carousel of activities. - Write the headings そうぞうりよく (creativity), じこかんり (self-regulation), にんたい (perseverance), だんけつ (teamwork), and リーダシップ (leadership) on the interactive whiteboard. Discuss with students how essential そうぞうりよく、じこかんり、にんたい、だんけつ、リーダシップ ensure a successful outcome for the activity their group has planned. Remind

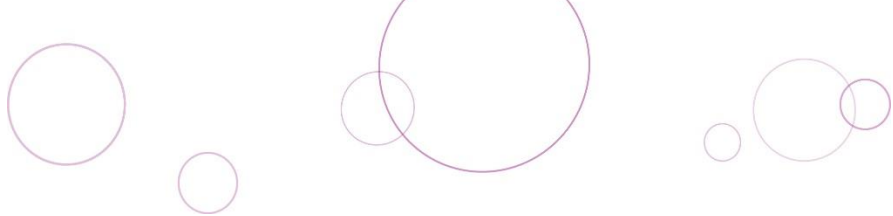


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Systems of language Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i>. Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て ください ; トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas		students that they will all contribute to the marketing, photos, participation and post-event write-ups. • Show students a variety of promotional flyers of open days and family fun days. Ask students to comment on how the information is presented. Discuss how to create a concise, eye-catching poster or flyer, and what information needs to be included. • Confirm with the class the types of entertainment to be included in the event. Ask each student to produce a flyer in simple Japanese, with visuals, to advertise the event. Provide the opportunity to use technology, if preferred. Remind students that all flyers will be used, with the best used to ‘launch’ the event in the school newsletter (Formative assessment). • Ask students to bring a baby photo of themselves to the next session (with parent/guardian/caregiver consent).

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 2 Communicating Socialising Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Creating Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme,	日本のまつり Students negotiate, plan and produce items/activities to showcase their learning of Japanese to the school/local community. Learning intentions Students: • use descriptive language to write a paragraph about oneself to accompany a baby photo • guess the identity of class members based on information in a spoken text • research and deliver a presentation about a famous Japanese person • use bilingual print and/or online dictionaries to translate and interpret short texts.	Teaching and learning activities • Revise with students the use of adjectives to describe people, activities and things. Model how to write a description of someone using a photo or image. Ask students to write a description; for example, わたし のめはみどりいろです。あかちゃんのときに げんきです。そして、かわいいです。 to accompany their baby photo. Assist students with language as required. Collect the descriptions for the Japanese Day baby photo competition, だれですか。 • Model a short presentation about a famous Japanese person, such as Hayao Miyazaki or Yoko Ono. Include information such as when they were born, how old they are, what they look like, why they are famous and what they like to do in their free time. Ask students to take notes about the person in their workbook. Provide students with a short quiz about famous Japanese people and have them write their answers in their workbook. Confirm with students the correct responses to the quiz. • Ask students to research a famous Japanese person, living or dead, and write about when and where they were born, how old they are, what they look like, why they are famous, what they like to do in their free time and a short summary

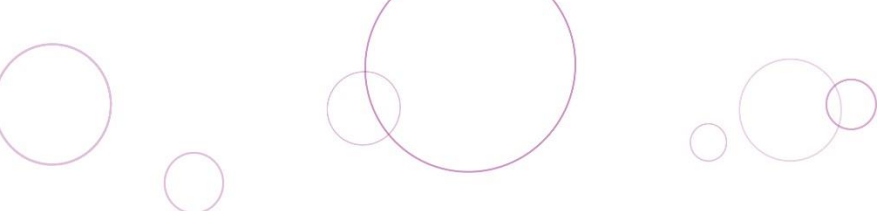


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
characters, places, ideas and events to suit different modes or contexts Translating Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource Understanding Systems of language Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula <i>です</i> and the verb suffix <i>ます</i> Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i>. Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics		of their achievements. Inform students that this summary will be used for the presentation ゆうめいな^{にほんじん}日本人！ (Famous Japanese!) Ask students to write their presentation in Japanese and provide a translation in English. Provide students with access to bilingual print and online dictionaries. Encourage students to make use of as many sentence patterns as they can; for example, かれはせんしゅです。十八さいです。やきゅうをします。かれはやきゅうがじょうずです。すしとスキーが（いちばん）^す好きです。いま、アメリカにすんでいます。かれはかっこいいです. Allow students to present the information in an electronic format with images of the famous Japanese person (Formative assessment). • Ask students to complete their ゆうめいな^{にほんじん}日本人！ (Famous Japanese!) text and deliver their presentation to the class (Formative assessment). • Ask students to confer with fellow group members about materials to bring in order to begin/continue work on their group's Japanese Day item next week.

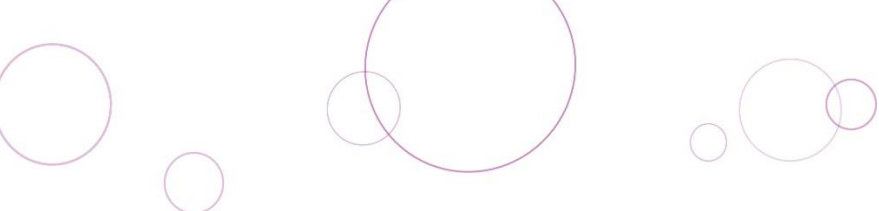


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか；～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て ください； トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 3 Communicating Socialising Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Creating Share and compare key messages in imaginative texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in	日本のまつり Students negotiate, plan and produce items/activities to showcase their learning of Japanese to the school/local community. Learning intentions Students: - view and comprehend various texts relating to recipes and write a simple recipe - complete a cloze exercise about a recipe - write instructions for a recipe - consider how the use of body language and tone of voice are used to convey information - rehearse and perform a rap/rhyme to engage and involve an audience.	Teaching and learning activities - Ask students to listen for and write down the verbs you use as you model a cooking demonstration, such as <i>sukiyaki</i>, <i>yakisoba</i>, <i>shabushabu</i>, <i>takoyaki</i>. Prepare a script for a recipe such as <i>okonomiyaki</i>. Ask students to call out the verbs they hear and do the actions that accompany them. Drill vocabulary; for example, by having students do the actions when you call out a 'to cook' verb, then reverse and ask for the verb when you do the actions. - Prepare a cloze version of the recipe script where the students replace the missing drilled verbs and the ingredient vocabulary. - Ask students to write instructions for a recipe; for example, おにぎりをつくります。ごはんをたきます。ごはんにしおをいれます。おさらのうえにラップをおきます。ごはんをのせます。さんかくのおにぎりをつくります。ごはんのまんなかにうめぼうし、ツナをのせます。ラップをはずします。のりをつけます。「いただきます」といいます。それから、たべます。(Formative assessment). - Discuss with students how facial expressions, body language, gestures, actions and tone of voice help to convey a message and enhance the viewer's experience, especially

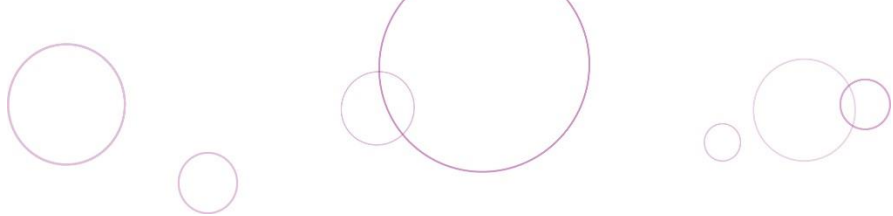


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<i>anime</i> and compare their treatment across cultural contexts and time Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts Translating Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language		when there is a language gap. Ask students to use facial expressions, body language, actions and tone of voice to perform the rap song/rhyme about food. Use the YouTube song おべんとうばこのうた Obentoo bako no uta or やさいシスターズ (<i>Yasai shisutaazu</i> song), https://www.youtube.com/watch?v=dPUbNOWOalo or The Japan Foundation (London), JFL Japanese Scheme of Work for primary schools (JSOW), https://www.jpj.org.uk/language/jsow.php as an example. Ask students, in pairs, to create and rehearse a rap song/rhyme incorporating facial expressions, body language, actions and tone of voice. Invite each pair to present their rap to the class. Ask the rest of the class to give constructive feedback at the end of each performance; for example, すごいです。とてもじゃうずです。ちょっとはいいです。



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i>. Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ /どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て ください ; トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas		

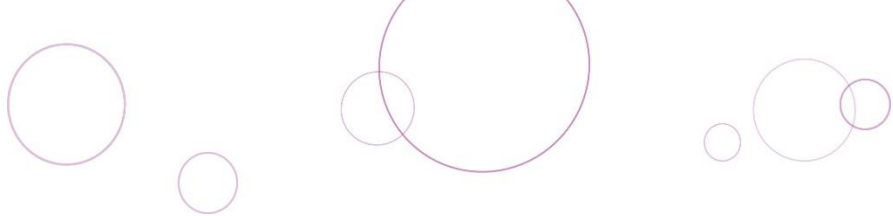
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 4 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか ; いつ しますか ; サッカー が とくい です か ; けんくん は テニス が じょうず です ; 父 は サッカー がとくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか ; いいえ、日曜日 は ちよつと ; じゃあ、土曜日 に いきましょう Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event	日本のまつり Students negotiate, plan and produce items/activities to showcase their learning of Japanese to the school/local community. Learning intentions Students: - work collaboratively to negotiate and produce items for Japanese Day - assign roles to group members - examine flyer samples and produce their own to advertise Japanese Day - examine and adapt an English news article to produce a bilingual version of the text.	Teaching and learning activities - Arrange for students to work in their chosen groups to prepare the item/event they have nominated to contribute to Japanese Day. Assist groups when necessary, making sure the Japanese language is used as much as possible in the process and in the evolving product. Allow students time during this week's lessons to work on their activity. - Ask each group of students to decide among themselves who will be responsible for assisting with marketing, taking and captioning photos, and providing post-event write-ups for the Japanese Day activities. Remind students to express their intentions in structures, such as はなすことが好きです。かくことが好きじゃないです。しゃしんがとっても好きです。いっしょにしゃしんをとりましょう！しりません。わかりません。 - Display a sample English-language article about Japanese Day with accompanying photos. Discuss the main points with students and elicit suggestions about how they would caption the photos and rewrite the article in simple Japanese in order to produce a bilingual text. After the discussion, students rewrite the article.



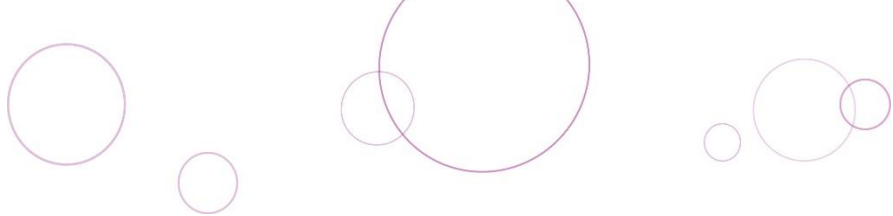
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i>.		Recruit some students to make a 「だい^す好き」、「とても^す好き」、「好き」、「好きじゃない」 rating sheet; for example, they could use large sticky note paper pinned around a room divider for people at the Japanese Day to record their feedback. Students can use visuals (such as smiley emojis) to represent responses.



Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Term 4, Week 5 Communicating Socialising Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Creating Share and compare key messages in imaginative texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in	日本のまつり Students negotiate, plan and produce items/activities to showcase their learning of Japanese to the school/local community. Learning intentions Students: • create an announcement based on a flyer produced in Week 1 to advertise Japanese Day • rehearse and present a verbal invitation to a special event • write a short article with images about the Japanese Day activities.	Teaching and learning activities • Select one student's flyer from Term 4 Week 1 and project it onto the whiteboard. ▪ Model for students how to use the information in the flyer to create an announcement. ▪ Elicit class input in evaluating whether it is a 'younger-student-friendly' text or if it needs adapting. ▪ Ask students to create an announcement based on their own flyer. ▪ Read one of the students' announcements to model pace and expression, and clear and accurate pronunciation. ▪ Place students in pairs and to take turns to practise reading their announcement. Remind students to pay attention to pace and expression, as well as accurate and clear pronunciation. ▪ Provide students with a recording device to record their announcement (Formative assessment). • Invite students to showcase their learning of the Japanese language through the activities they have planned for the Japanese Day. • With students, discuss how the activities showcasing their learning of Japanese were received by the school community.

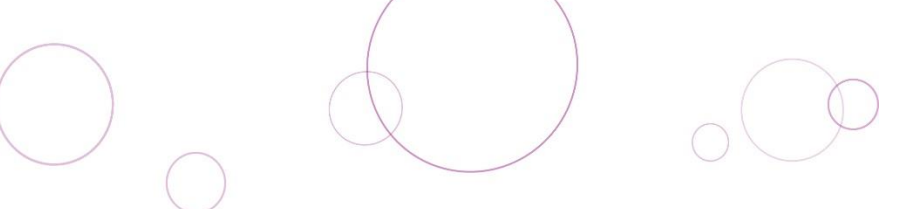


Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
<i>anime</i> and compare their treatment across cultural contexts and time Understanding Systems of language Engage with authentic spoken language, recognising how words blend Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example,		• Ask each group to write a short article with images about the Japanese Day activities for the school newsletter.

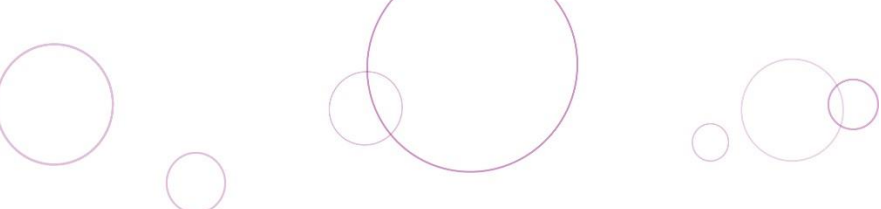


Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
見て ください； トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas		

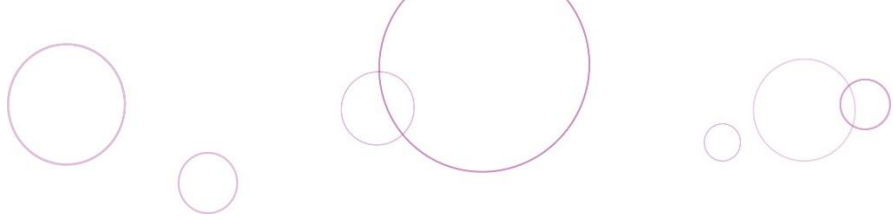
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 6 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか； いつ しますか； サッカー が とくい ですか； けんくん は テニス が じょうず です； 父 は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみに いきませんか； いいえ、日曜日 は ちよつと； じゃあ、土曜日 に いきましょう Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event	しょうがっこう 小学校のそつぎょう Students negotiate details and make arrangements for a collaborative event: a graduation party. Learning intentions Students: - examine text detailing things to do on the last day of school - discuss graduation party requirements and negotiate responsibilities - work together to prepare and run a survey to check class preferences - write a complimentary sentence in appreciation of each class member.	Teaching and learning activities - Show students the <i>manga</i> titled <i>Sakura & Ichiro</i> from Kids Web Japan, https://web-japan.org/kidsweb/manga/0803/index.html. Provide students with the Twinkle website link, Similarities and Differences Template, https://www.twinkl.com.au/resource/t-t-4131-similarities-and-differences-table. In pairs, ask them to discuss graduation, and the similarities and differences between graduation in Japan and Australia. - Arrange students in groups of four to discuss ideas for a graduation party. Invite each group to share their ideas with the class and write these on the interactive whiteboard; for example, スナック、のみもの、おんがく、ゲーム、じょうたいじょう、おかざり、おみやげ using the expression どんな topic がいいですか。or 好きですか。 Assign each group one area of responsibility for the party. Ask each group to conduct a survey on class likes, dislikes and preferences regarding their area of responsibility. Remind students that all questions and responses must be in Japanese. - Ask each group to compile the results of their survey, then discuss and write up a proposed list of requirements for their area of responsibility, including costs where possible. Review all proposals and allocate stationery and budget, if



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Creating Share and compare key messages in imaginative texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in <i>anime</i> and compare their treatment across cultural contexts and time Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments		appropriate. Specify the time available/deadline for each group to complete their preparations for the graduation party. Distribute to each student a lunch-sized paper bag to make into a おみやげバッグ. Allow students time to write their name clearly on the front in Japanese and to decorate the bag. Explain to students that they are to make a カード (Formative assessment) for each member of the class, writing a compliment; for example, thing は好きです。topic が一番好きです。person がじょうずです。name さんは topic が adjective です。二千二十二年にがんばります。 Provide coloured paper/card and decorative-edged scissors. Provide students with a jigsaw template to use to divide the paper into approximately 30 segments for their カード. Check student work to ensure the content of each カード is appropriate before allowing students to cut out pieces and place them in individuals' bags. Inform students that the おみやげ バッグ will be distributed at the class party.

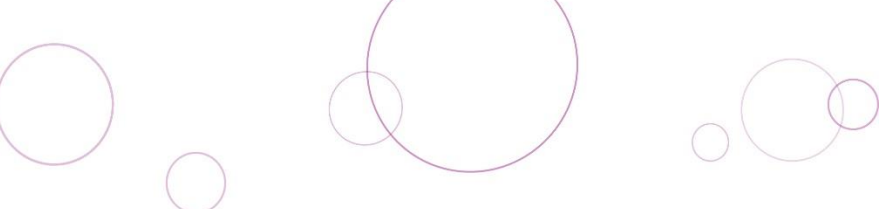


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Engage with authentic spoken language, recognising how words blend Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませんか；～ましょうか • understanding the use of これ/それ/あれ /どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て ください； トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん		

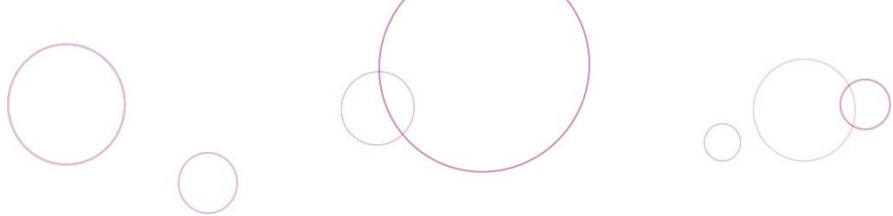


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using conjunctions such as そして、それから to link ideas Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology		

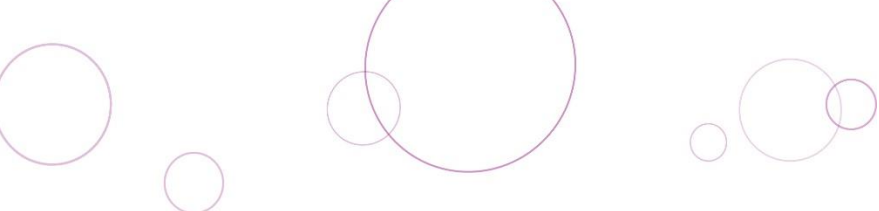
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 7 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカーをしますか；いつ しますか；サッカーがとくい ですか；けんくん は テニス が じょうず です；父 は サッカー がとくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか；いいえ、日曜日 は ちょっと；じゃあ、土曜日 に いきましょう Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event	しょうがっこう 小学校のそつぎょう Students negotiate details and make arrangements for a collaborative event: a graduation party. Learning intentions Students: • collaboratively organise a class party as per negotiated timeline • examine a variety of texts to compare how conflicting feelings about the end of school are expressed • compose a <i>haiku</i> about what they have seen and heard at school • write and record a short text expressing where the students see themselves in 20 years' time.	Teaching and learning activities • Provide opportunities for students to continue their party organisation as per the negotiated timeline. • Display ミーム (memes) about the last day of school in English or Japanese. Discuss the messages portrayed and the tone of the texts. Ask students to create their own A4 poster ミーム in Japanese and to present them to the class. Sample memes can be sourced from Pinterest, https://www.pinterest.com.au/pin/46795283615033458/. • Ask students to reflect on how they feel about finishing primary school. Discuss with students their experiences of what they have seen and heard at school to write a <i>haiku</i> in Japanese. Model how to write a <i>haiku</i>, explaining the <i>morae</i> (3 lines of 5-7-5), <i>kiru</i> (two different, related ideas) and <i>kigo</i> (seasonal references). Examples can be viewed on the following websites: abc teach, https://www.abcteach.com/Contributions/HaikuContest.htm, Ark Kids Academy, http://www.ark-kids.com/gallery/?mode=detail&article=58 and Introducing Haiku Poets and Topics, https://wkdhaikutopics.blogspot.com/2007/12/onomatopoe-tic-words.html. Provide students with access to bilingual print and online dictionaries (Formative assessment).



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Creating Share and compare key messages in imaginative texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in <i>anime</i> and compare their treatment across cultural contexts and time Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts		Ask students to project themselves 20 years into the future and to prepare a short paragraph about where they see themselves; for example, 二千四十年にわたしはいしゃです。パースにすんでいます。わたしは日本ごといえごとドイツごをはなします。かぞくは四人です。こどもが三人います。それから、二ひきのいぬと三びきのねこがいます。Film each student reading their text and play the completed audiovisual text for the class during the graduation party (Formative assessment).

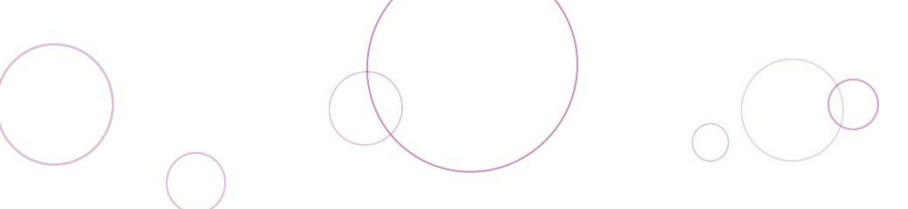


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Translating Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i>. Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:		

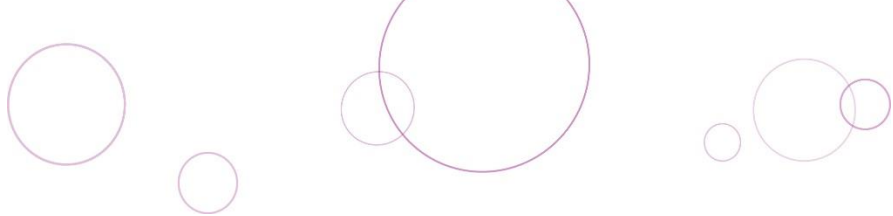


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using verbs to indicate – Would you ...? Shall we ...? ～ませか；～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て ください； トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication		

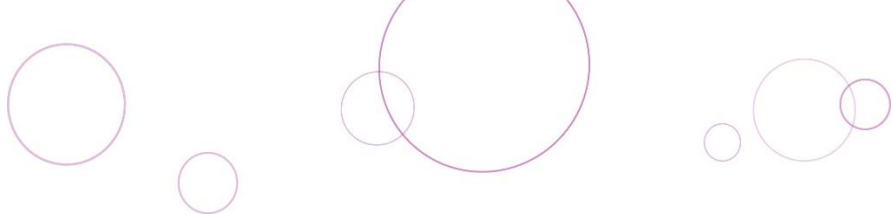
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 8 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか； いつ しますか； サッカー が とくい ですか； けんくん は テニス が じょうず です； 父 は サッカー が とくい です Negotiate an invitation for a shared experience, for example, 日曜日 に うみ に いきませんか； いいえ、日曜日 は ちょっと； じゃあ、土曜日 に いきましょう Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event	しょうがっこう 小学校のそつぎょう Students negotiate details and make arrangements for a collaborative event: a graduation party. Learning intentions Students: - view and read a short story and translate it into English - use bilingual print and online dictionaries to translate and interpret short texts - match sentences to pictures to complete the picture story - write and perform a role-play where the participants discuss the events of their graduation party - read a series of end-of-year dedications and choose one to memorise.	Teaching and learning activities - View the animated story とも子さん、おぼえていますか。 (<i>Tomoko, do you remember?</i>) from the multimedia resource Quirky Comics. Make a set of pictures from the story. Arrange students in groups of four and provide each group with a set of cards and pictures with the sentences from the story. Ask students to arrange the story in the correct order and match the sentences to the pictures. Teacher notes can be accessed online from the Quirky Comics Teacher Notes, https://www.scootle.edu.au/ec/viewing/R10809/index.html, p. 24. Ask students to translate the sentences into English. Provide students with bilingual print and online dictionaries. - Show students images of theme parks in Japan; for example, Tokyo Disneyland, Fuji-Q Highland, Kurashiki Tivoli, Universal Studios and Space World. Discuss the importance of culture-based recreational parks. Ask students to consider how these culture-based recreational parks promote Japanese language and culture. The Japan Guide website's Amusement Parks page may be helpful https://www.japan-guide.com/e/e2067.html. - With students, brainstorm a list of English phrases or verses used to write dedications in yearbooks. Discuss that messages can be humorous, light-hearted, sentimental and



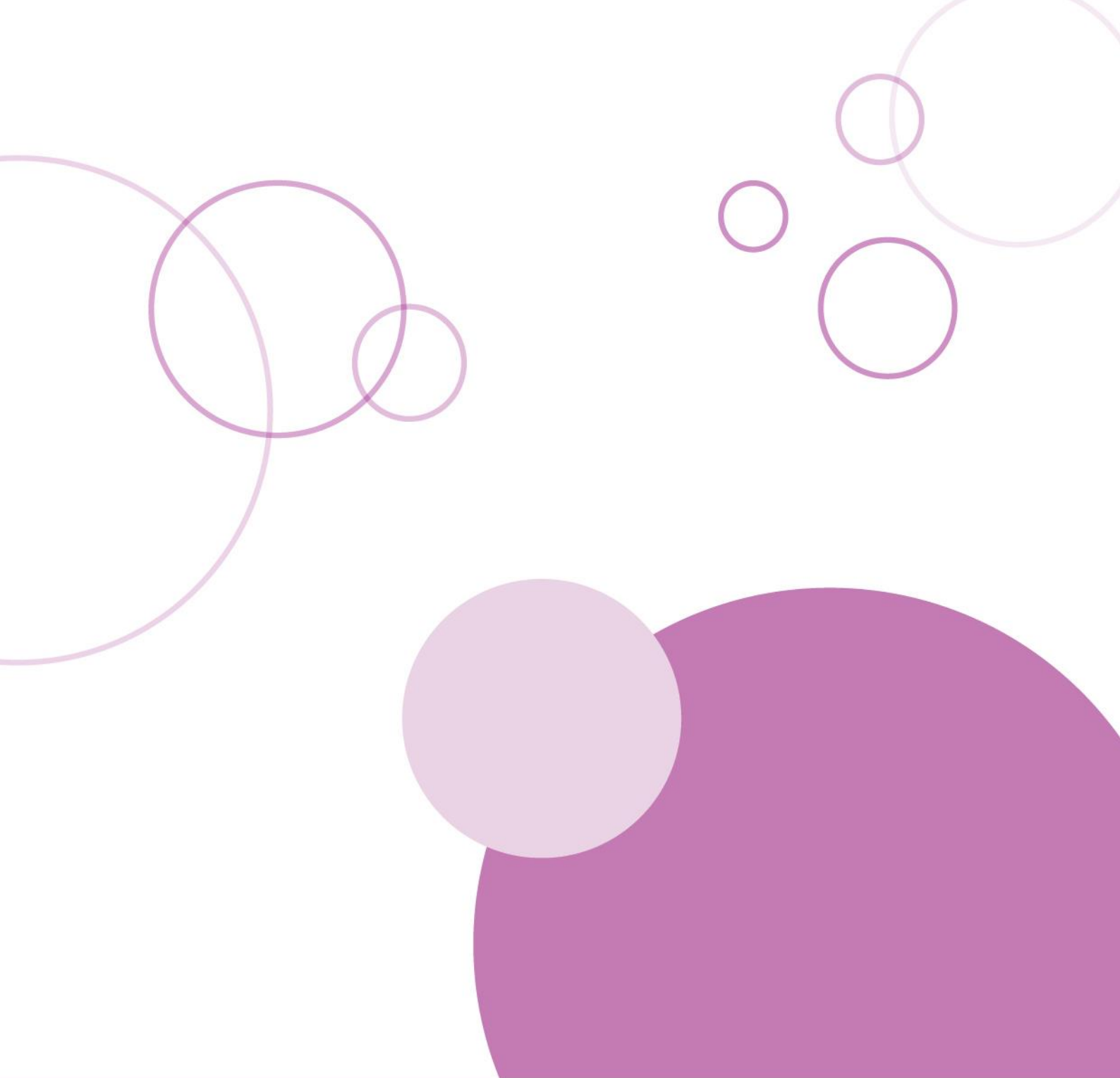
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts Creating Share and compare key messages in imaginative texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in <i>anime</i> and compare their treatment across cultural contexts and time Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts		heartfelt. Provide students with a list of popular Japanese dedications to translate into English; for example, さようなら。またみてね。また、あいましょう。わたしをわすれないでください。らいねん、がんばります。がんばってね。ほんとうのともだしはいつもほんとうのともだちです。あたらしいがっこうでのせいこうです。しょうらいのためにがんばってください。 Challenge students to learn one (or more) of the Japanese dedications listed by heart. • Arrange students in pairs to write and perform a role-play where one student describes their graduation party to a friend who attends another school. Tell students that the description can be about an imaginary, ideal graduation party, or one that had unexpected events (Formative assessment).



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Translating Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource Understanding Systems of language Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i>. Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you ...? Shall we ...? ～ませか ; ～ましょうか • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example,		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
見て ください； トイレ に いっても いい ですか • knowing how to use common counters and classifiers such as こ/ひき/まい/えん • using conjunctions such as そして、それから to link ideas Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values Role of language and culture Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication		



APPENDIX A: RESOURCES

Resources

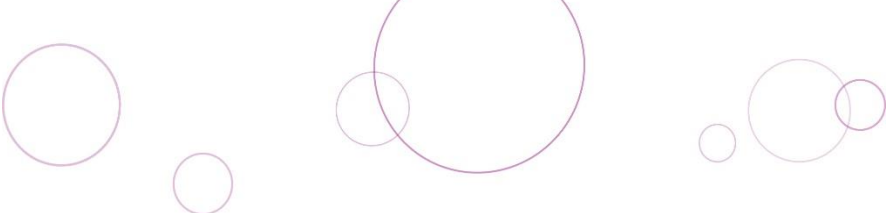
Term 1

Week	Resources
1	Student resources • Workbook to store checklists, activities etc. • Stationery items – small whiteboards Books • Xouris, Sue (2008). <i>Obento snack pack</i> (1st edition), Topic 8. Cengage Learning Australia, South Melbourne, Vic. • English/Japanese print dictionary Websites • <i>Chikara</i>, Topic Myself, family & homelife わたし、家族、家での生活 , M-6 Hobbies 1しゅみ 1 (スポーツ、がっき) https://www.jpf.org.uk/language/exercises/list.php • English/Japanese online dictionary http://jisho.org
2	Teacher resources • Flashcards (hobbies) • Counters Websites • <i>Shumi wa nan desu ka?</i> https://www.youtube.com/watch?v=ZJH6P0zeSwQ&app=desktop • Japanese Teaching Ideas, Hobbies http://japaneseteachingideas.weebly.com/hobbies.html • The Japan Foundation (Sydney), Classroom Resources, Hobbies Bingo Game https://jpf.org.au/classroom-resources/resources/hobbies-bingo-game/ • Erin Ga Chosen, Erin's Challenge, Lesson 7 https://www.erin.jpf.go.jp/en/lesson/07/basic/ Games • Human Bingo
3	Teacher resources • <i>Growing Up in Modern Japan</i> (2000), Classroom Video https://www.clickview.co.uk/curriculum-libraries/video-details/?id=3713872&cat=0&library=primary • <i>Quirky comics animated stories and games for learners of languages</i>. NSW Dept. of Education and Training https://www.scootle.edu.au/ec/viewing/R/0809/index.html

Week	Resources
	Books • Forthun, Angela & Curriculum Corporation (Australia). (2004). <i>Joozu!: activities for beginners</i>, pp. 47. Curriculum Corporation, Carlton South, Vic. • Evans, Meg. (1999). <i>Mirai: Japanese course book. Stage 1</i>, pp. 59–61 & 64. Pearson Education Australia, Melbourne Websites • Days of the Week https://www.youtube.com/watch?v=OlfJ8o2MGNQ&feature=PlayList&p=D7F28BCD14C10AF9&playnext=1&index=7 • Manabiya http://manabiya.school/n5/index.html • The Japan Foundation (Sydney), Kanji Cards and Inviting Someone Out Game https://www.jpff.org.uk/language/kanjifiles/kanjicard.html https://jpff.org.au/classroom-resources/resources/inviting-someone-out-game/ • げんき Genki Study Resources https://sethclaydesdale.github.io/genki-study-resources/lessons/lesson-4/literacy-7/ • 8020 Japanese https://8020japanese.com/japanese-sentence-structure/ • Japanese Teaching Ideas, Daily Routines and Time http://japaneseteachingideas.weebly.com/daily-routines.html http://japaneseteachingideas.weebly.com/time.html • Languages Online, Japanese 14: The things I do https://www.education.vic.gov.au/languagesonline/japanese/topic_14/index.html • Wordwall, Japanese Verbs 1 https://wordwall.net/resource/3632118/japanese/japanese-verbs-1 • Digital Dialects, Days and Months https://www.digitaldialects.com/Japanese/Daysmonths.htm • Marugoto, Time https://words.marugotoweb.jp/static_contents/pc/collection/time.php?lang=en • Happy Lilac, Clock Face https://happyilac.net/tokei-moziban.html • Insight Languages, Songs https://insightlanguages.com.au/yonde-kaite-songs/ • Wordwall, Verbs https://wordwall.net/resource/10729596/daily-routines%e3%83%bc-5-verbs
4	Teacher resources • Flashcards (hobbies, leisure activities, verbs and adjectives) Books • Forthun, Angela & Curriculum Corporation (Australia). (2004). <i>Joozu!: activities for beginners</i> pp. 42, 44, 57 & 58. Curriculum Corporation, Carlton South Vic

Week	Resources
	- Evans, Meg (1999). <i>Mirai: Japanese course book. Stage 1, Part 3 Unit 7</i>. Pearson Education Australia, Melbourne Websites - Happy Lilac, Clock board http://print-kids.net/print/poster/tokei-board/ - The Japan Foundation (Sydney), Verbs and Adjectives Flashcards https://jpf.org.au/classroom-resources/flash-cards/verbs-and-adjectives-picture-cards/cards/
5	Teacher resources - Flashcards (hobbies, leisure activities, verbs and adjectives) Books - Sawada, Setsuko. (2005). <i>Japanese Vocabulary Notebook 2</i>, List 42 and 49. DEE Publications, Hamilton, NZ - Forthun, Angela & Curriculum Corporation (Australia). (2004). <i>Joozu!: activities for beginners</i> pp. 63–65. Curriculum Corporation, Carlton South Vic. - Rowell, A. & Larsen, C. (1993). おはよう: <i>Ohayoo</i>, pp. 130. The Jacaranda Press, Milton, QLD - English/Japanese print dictionary Websites - Quizlet Japanese Lesson 5 Hobbies https://quizlet.com/498604566/adventures-in-japanese-1-lesson-5-hobbies-vocabulary-flash-cards/ - Languages Online, Topic 9 https://www.education.vic.gov.au/languagesonline/japanese/topic_09/index.html - Quizlet, Japanese Lesson 5 Hobbies https://quizlet.com/498604566/adventures-in-japanese-1-lesson-5-hobbies-vocabulary-flash-cards/ - The Japan Foundation, Sydney, Flashcards Verbs and Adjectives https://jpf.org.au/classroom-resources/flash-cards/verbs-and-adjectives-picture-cards/cards - Visible Thinking Routine, See Think Wonder https://pz.harvard.edu/resources/see-think-wonder https://www.teachstarter.com/us/teaching-resource/see-think-wonder-template-us/ - English/Japanese online dictionary http://jisho.org
6	Teacher resources Stationery items – small whiteboards, paper

Week	Resources
	Books • Sawada, Setsuko. (2005). <i>Japanese Vocabulary Notebook 2</i>, List 68. DEE Publications, Hamilton, NZ • English/Japanese print dictionary Websites • <i>Erin Ga Chosen</i>, Erin's Challenge https://www.erin.jpf.go.jp/en/lesson/05/vocabulary/ • Japanese Teaching Ideas, Directions and Conjunctions http://japaneseteachingideas.weebly.com/directions.html http://japaneseteachingideas.weebly.com/verb-conjugations.html • Languages Online, <i>Kibishii Sensei</i> Song https://www.education.vic.gov.au/languagesonline/japanese/resources.htm go to Song Lyrics (<i>Romaji</i>) • English/Japanese online dictionary https://jisho.org
7	Teacher resources • Stimulus cards (transport, verbs, days of the week and times) Student resources • Workbook to store checklists, activities etc. Books • Forthun, Angela & Curriculum Corporation (Australia). (2004). <i>Joozu!: activities for beginners</i>, pp. 70 & 71. Curriculum Corporation, Carlton South, Vic. Websites • Transport in Japan https://www.transport-pf.or.jp/english/index.html • Transport Video Clip https://www.youtube.com/watch?app=desktop&v=JqrFDd53wms • Erin Ga Chosen, Erin's Challenge – Lesson 6 Transport https://www.erin.jpf.go.jp/en/lesson/06/vocabulary/ • <i>Aiyori</i> Japanese language website http://www.japanese-language.aiyori.org/japanese-words-20.html • Japan Foundation, Sydney, Flashcards Nouns, Transport https://jpf.org.au/classroom-resources/flash-cards/noun-picture-cards/cards/#transport • Japanese Teaching Ideas, PowerPoint – Transport http://japaneseteachingideas.weebly.com/travel.html

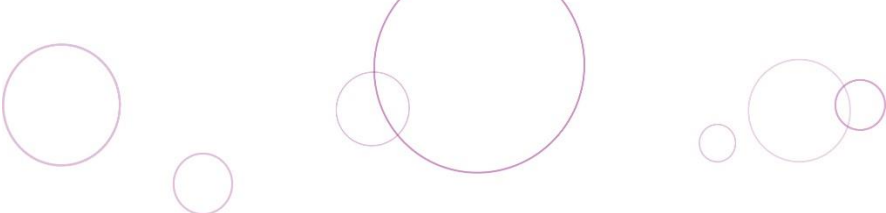


Week	Resources
	- Office Holidays https://www.officeholidays.com/countries/japan/2021 and https://www.officeholidays.com/countries/australia/western-australia - Education World, venn diagram templates https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml Assessment Formal assessment: Ryugakusei https://k10outline.scsa.wa.edu.au > go to Assessing > Assessment Activities > Year 6 > scroll down to Languages and select the task 'Ryugakusei'
8	Teacher resources - Recording device - Stationery items – A3 Poster paper Books - Forthun, Angela & Curriculum Corporation (Australia). (2004). <i>Joozu!: Activities for beginners</i>, pp. 60. Curriculum Corporation, Carlton South Vic. Websites - Japanese Teaching Ideas, PowerPoint – Travel & Transport http://japaneseteachingideas.weebly.com/travel.html Assessment Formal assessment: Yasumi やすみ (Holidays) https://k10outline.scsa.wa.edu.au > go to Assessing > Assessment Activities > Year 6 > scroll down to Languages and select the task 'Yasumi'

Term 2

Week	Resources
1	Books - Hongo, Keiko & White, Hisae. (1994). <i>Tanoshii nihongo = Japanese is fun</i>, Units 8 and 10. Science Press, Marrickville, NSW - Evans, Meg. (1999). <i>Mirai: Japanese activity book</i>, pp. 84. Pearson Education Australia, Melbourne - Sawada, Setsuko. (2005). <i>Japanese Vocabulary Notebook 2</i>, List 47. DEE Publications, Hamilton, NZ Websites <i>Marugoto</i> https://words.marugotoweb.jp/static_contents/pc/collection/calendar.php?lang=en - The Japan Foundation, Flashcards – Verbs and Adjectives https://jpf.org.au/classroom-resources/flash-cards/verbs-and-adjectives-picture-cards/cards/ - Japanese vocabulary, Family Members in Japanese https://www.punipunijapan.com/japanese-family/ - Mind Map https://templatelab.com/mind-map/ - おおきなかぶ, The Big Turnip https://jpf.org.au/classroom-resources/resources/play-the-big-turnip/ or https://www.youtube.com/watch?v=Tsw08MrOkIw - The Japan Foundation UK, Years 3 and 4 https://www.jpf.org.uk/language/isow.php#year3
2	Student resources - Workbook to store checklists, activities etc. Websites - きんたろう https://www.youtube.com/watch?v=qasxJqFSZfU, or https://web-japan.org/kidsworld/folk/kintaro/kintaro01.html - The Japan Foundation, <i>Sumo Picture Book</i> https://jpf.org.au/classroom-resources/resources/sumo-picture-book/
3	Websites - Japanese TV Movie Program https://tvjapan.net/pro_list/#PM11 https://www.mathsisfun.com/data/data-graph.php - Japanese TV Template https://www.canva.com/class-schedules/templates/ - Maths is Fun https://www.mathsisfun.com/data/pie-charts.htm https://www.mathsisfun.com/data/data-graph.php

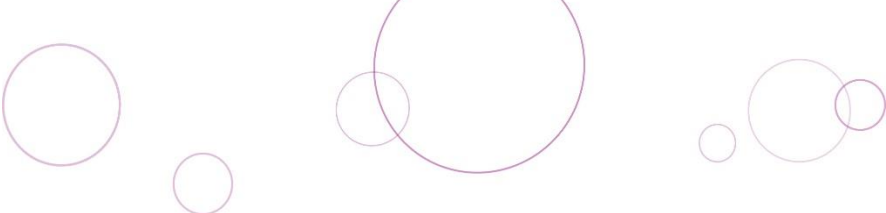
Week	Resources
	Assessment Appendix B – Sample Assessment Task アンケート：好きなスポーツ (Survey: favourite sports)
4	Books • Lee, Margaret (2002). <i>Tsumiki: student book 1</i>, Unit 10. Thomson Nelson, Southbank, Vic. • Evans, Meg (1999). <i>Mirai: Japanese activity book Stage 1</i>, pp. 77. Pearson Education Australia, Melbourne • English/Japanese print dictionary Websites • English/Japanese online dictionary https://jisho.org
5	Books • Evans, Meg. (1999). <i>Mirai: Japanese activity book Stage 1</i>, pp. 82–83. Pearson Education Australia, Melbourne Websites • Languages Online, Topic 14 https://www.education.vic.gov.au/languagesonline/japanese/topic_14/index.html • Japanese Teaching Ideas, Daily routines http://japaneseteachingideas.weebly.com/daily-routines.html
6	Teacher resources • Role-play cards • <i>Kanji</i> cards, Days of the week Student resources • Workbook to store checklists, activities etc. Books • Forthun, Angela & Curriculum Corporation (Australia). (2004). <i>Joozu!: activities for beginners</i>, pp. 44, 47, 57 & 67. Curriculum Corporation, Carlton South, Vic. Websites • Japanese Teaching Ideas, Daily routines http://japaneseteachingideas.weebly.com/daily-routines.html Games • Activity bingo • Fluency circles, stimulus cards



Week	Resources
7	Teacher resources - Tic Toc biscuits (these biscuits have a clock face imprinted on one side) Student resources - Workbook to store checklists, activities etc. Books - Evans, Meg (1999). <i>Mirai: Japanese course book. Stage 1</i>, pp. 59–61 & 64. Pearson Education Australia, Melbourne Websites - The Japan Forum, <i>Deai Kit</i> https://www.tjf.or.jp/deai/contents/search/photo_top.html 65
8	Books - Evans, Meg. (1999). <i>Mirai: Japanese course book Stage 1</i>, pp. 78–88 & 150–151. Pearson Education Australia, Melbourne - Lee, Margaret. (2002). <i>Tsumiki: student book 1</i>, Unit 10. Thomson Nelson, Southbank, Vic. - English/Japanese print dictionary Websites - Tools for Educators, Board games https://www.toolsforeducators.com/boardgames - English/Japanese online dictionary https://jisho.org Assessment Appendix C: Sample assessment task 日本のスポーツ・ブログ!/Japan Sports Blog!

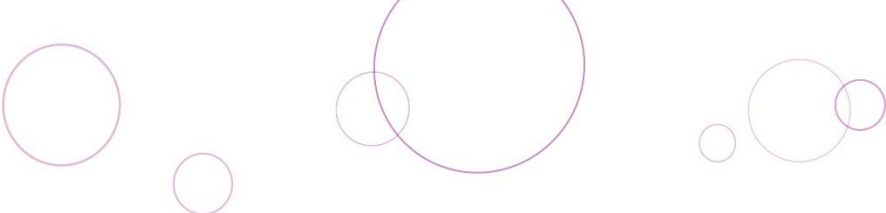
Term 3

Week	Resources
1	Teacher resources • Workbook to store student checklists, activities etc. Books • Evans, Meg. (1999). <i>Mirai: Japanese course book Stage 1</i>, pp. 16 & 17. Pearson Education Australia, Melbourne • Hongo, Keiko & White, Hisae. (1994). <i>Tanoshii nihongo = Japanese is fun</i>, Unit 9. Science Press, Marrickville, NSW • Lee, Margaret. (2002). <i>Tsumiki: student book 1</i>, Unit 10. Thomson Nelson, Southbank, Vic. • Rodrick, Tommasina. (2000). <i>Japanese blackline masters</i>, Years 3–4, pp. 10. Lennox Head, NSW • English/Japanese print dictionary Websites • Japanese Teaching Ideas, <i>Shichi-go-san</i>, counting, Christmas and New Year http://japaneseteachingideas.weebly.com/shichi-go-san.html http://japaneseteachingideas.weebly.com/counting.html http://japaneseteachingideas.weebly.com/christmas-and-new-year.html • Lingohut, Japanese days and months http://lingohut.com/en/v47S/japanese-days-and-months-matching-game • Vimeo, <i>Shichi-go-san festival in Japan</i> https://vimeo.com/39080303 • Time and Date Calendar, Japan https://www.timeanddate.com/calendar/?year=2021&country=26 • Aiyori Japanese language website http://www.japanese-language.aiyori.org/japanese-words-30.html • English/Japanese online dictionary www.jisho.org
2	Teacher resources • Electronic devices Student resources • Workbook to store checklists, activities etc. Websites • Ricoh, Picture Link https://www.printout.jp/CL/EVT/ • Teach Starter, Graphic Organiser, 5Ws https://www.teachstarter.com/au/teaching-resource/five-ws-graphic-organiser/ Games • Guess the holiday



Week	Resources
3	Teacher resources - Party invitations Books - English/Japanese print dictionary Websites - Quizlet https://quizlet.com/ - Kahoot https://kahoot.com/ - Puzzle Maker https://puzzlemaker.discoveryeducation.com/ - Quia https://www.quia.com/web - English/Japanese online dictionary https://jisho.org
4	Teacher resources - Party invitations Books - English/Japanese print dictionary Websites - Time and Date AS, Make Up Your Own Holiday Day https://www.timeanddate.com/holidays/fun/make-up-your-own-holiday-day - Languages Online, Japanese, Unit 10 Family https://www.education.vic.gov.au/languagesonline/japanese/topic_10/index.html - English/Japanese online dictionary https://jisho.org
5	Teacher resources - Electronic devices Student resources - Stationery items – small whiteboards Books - Lee, Margaret. (2002). <i>Tsumiki: student book 1</i>, Unit 8, pp. 116–120. Thomson Nelson, Southbank, Vic. - McBride, Helen. (1990). <i>Kimono. Level 1</i>, pp. 40–43. CIS Educational; Saint Paul, Minn. Distributed by EMC Pub, Carlton, Vic.

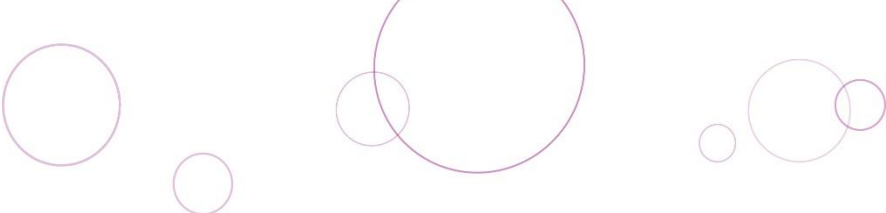
Week	Resources
6	Teacher resources • Ball • Party invitations Books • Rowell, A. & Larsen, C. (1993). おはよう : <i>Ohayoo</i>, pp. 130. The Jacaranda Press, Milton, QLD • Hongo, Keiko & White, Hisae. (1994). <i>Tanoshii nihongo = Japanese is fun</i>, pp. 142. Science Press, Marrickville, NSW • Lee, Margaret. (2002). <i>Tsumiki: student book 1</i>, Unit 8, pp. 103, 107 & 116–120. Thomson Nelson, Southbank, Vic. • McBride, Helen. (1990). <i>Kimono. Level 1</i>, pp. 40, 41 & 65. CIS Educational; Saint Paul, Minn. Distributed by EMC Pub, Carlton, Vic. • English/Japanese print dictionary Websites • <i>Chikara</i>, M10Text Birthday 1 https://www.jpf.org.uk/language/exercises/list.php • Japanese Teaching Ideas, Inviting http://japaneseteachingideas.weebly.com/inviting.html • English/Japanese online dictionary https://jisho.org
7	Teacher resources • Brochures advertising children's toys • Stimulus cards Websites • Jigsaw, Top 12 tips for gift-giving in English cultures http://www.esljigsaws.com/blog/top-12-tips-for-gift-giving-in-english-cultures/ • Japan Junky, Gifts in Japan https://japanjunky.com/how-do-you-give-a-gift-in-japan/ • Cultural Atlas, Japanese culture https://culturalatlas.sbs.com.au/japanese-culture • <i>Chikara</i>, M-11 Birthday 2 https://www.jpf.org.uk/language/exercises/list.phpor • Japanese Teaching Ideas, Giving and Receiving http://japaneseteachingideas.weebly.com/give-and-receive.html • <i>Rakuten</i> https://search.rakuten.co.jp/
8	Websites • Kids Web Japan, <i>Kasajizo</i> https://web-japan.org/kidsweb/folk/kasajizo/index.html



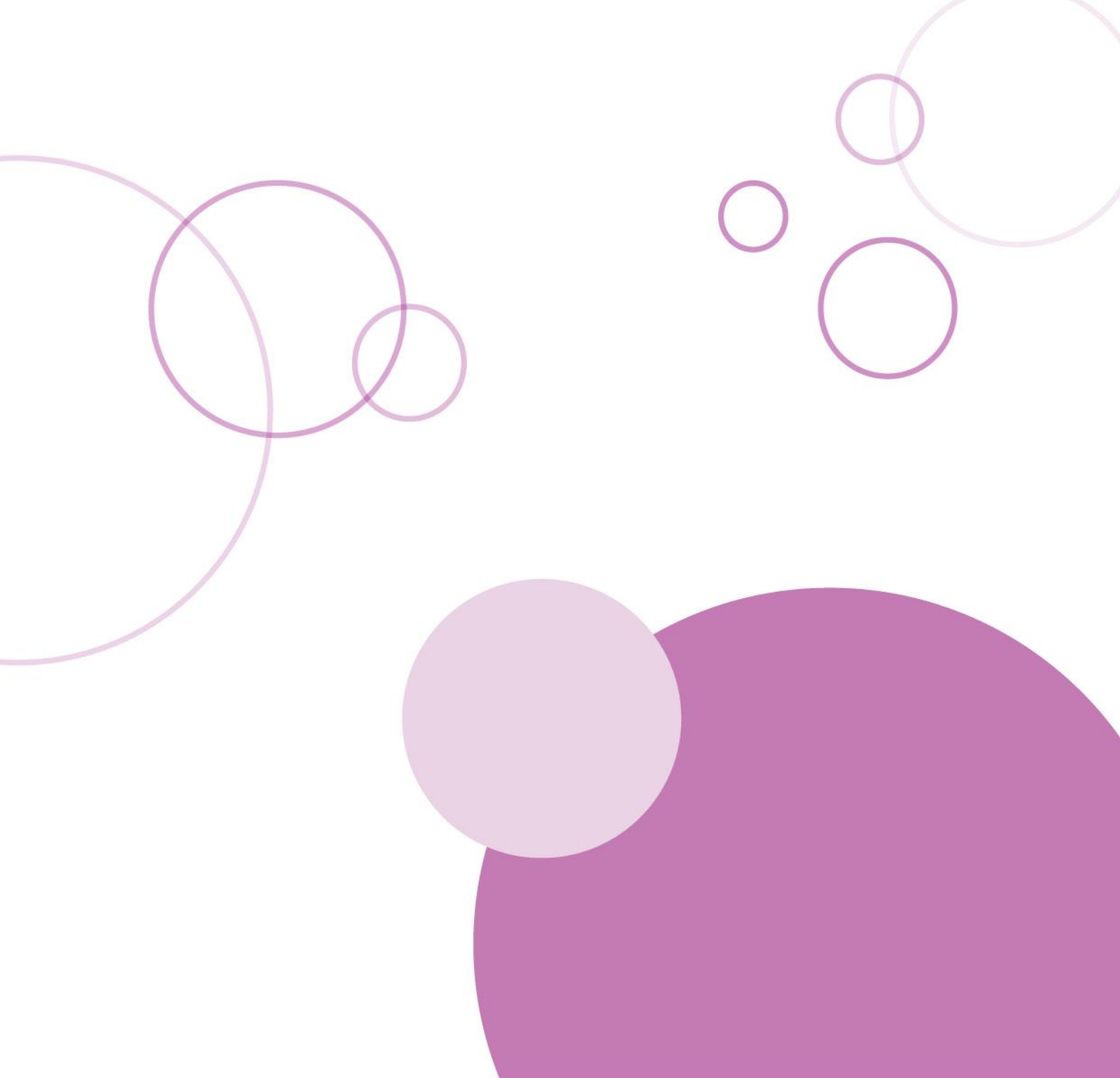
Week	Resources
	- Japanese Teaching Ideas, Stories and Folktales http://japaneseteachingideas.weebly.com/stories-and-folktales.html - The Japan Foundation, Sydney, <i>Kasajizoo</i> https://jpf.org.au/classroom-resources/?s=Kasajizoo Assessment Appendix C – Sample Assessment Task 日本のスポーツブログ! (Japan sports blog!)

Term 4

Week	Resources
1	Teacher resources - Stationery items – butcher’s paper/large sticky note/whiteboards Books - English/Japanese print dictionary Websites - English/Japanese online dictionary https://jisho.org
2	Teacher resources - Electronic device Student resources - Baby photo Books - English/Japanese print dictionary Websites - English/Japanese online dictionary https://jisho.org
3	Teacher resources - ゆうめいな日本人！ (<i>Famous Japanese!</i>) (Formative assessment) - Stationery items – large sticky notes/butcher’s paper Websites - おべんとうばこのうた (<i>Obentoo bako no uta</i>) https://www.youtube.com/watch?v=dPUbNOWOalo - やさいシスターズ (<i>Yasai shisutaazu</i> song) https://www.jpf.org.uk/language/jsow.php
4	Teacher resources Large sticky notes/butcher’s paper
5	Teacher resources Recording device
6	Teacher resources - Recording device - Lunch-sized paper bags (おみやげバグ Souvenir Bag) Websites - Kids Web Japan, <i>Manga – Sakura & Ichiro</i> https://web-japan.org/kidsweb/manga/0803/index.html

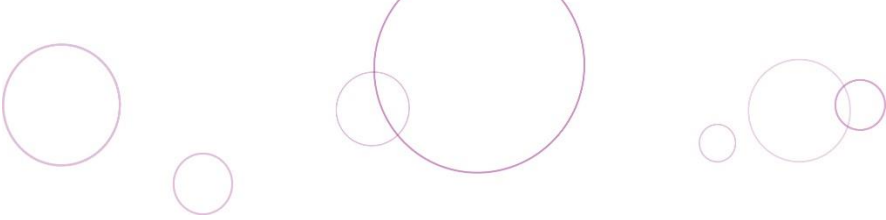


Week	Resources
	Twinkl, Similarities and Differences Template https://www.twinkl.com.au/resource/t-t-4131-similarities-and-differences-table
7	Books - English/Japanese print dictionary Websites - abcteach, <i>Haiku</i> https://www.abcteach.com/Contributions/HaikuContest.htm, http://www.ark-kids.com/gallery/?mode=detail&article=58 https://wkdhaikutopics.blogspot.com/2007/12/onomatopoetic-words.html - Google meme search (セ 一 ㇿ) https://www.google.com/search?q=memes+last+day+at+primary+school&rlz=1C1GCEU_enAU890AU890&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjj2N7qzbPsAhUXU30KHSvTAWlQ_AUoAXoECAcQAw&biw=1920&bih=969 - English/Japanese online dictionary www.jisho.org
8	Books - English/Japanese print dictionary Websites - English/Japanese online dictionary www.jisho.org - Japan Guide, Amusement parks https://www.japan-guide.com/e/e2067.html <i>Quirky Comics Animated Stories and Games for Learners of Languages</i>. NSW Dept. of Education and Training https://www.scootle.edu.au/ec/viewing/R/10809/index.html



APPENDIX B: SAMPLE ASSESSMENT TASK 1

アンケート：^す好きなスポーツ
Survey: favourite sports



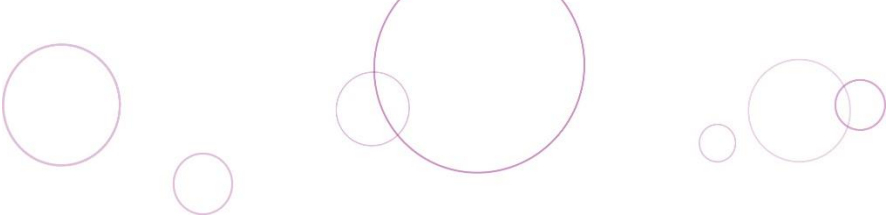
Achievement standard

Year Level Description

Note: areas assessed in this exemplar are indicated in bold.

At standard, students initiate, with guidance, interactions in Japanese with others through class experiences, activities and transactions, to exchange information and relate experiences about free time, such as サッカー が とくい ですか ; けんくん は テニス が じょうず です and to show interest in and respect for them, using mostly descriptive and expressive language. Students collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event. **They share and compare some key messages in imaginative texts such as the moral of a story, ideas or values expressed, or characterisation and, with guidance, compare their treatment across cultural contexts and time. They create or present, occasionally with guidance, simple alternative versions of imaginative texts for different audiences, adapting elements for different modes or contexts.** They demonstrate and explain, with guidance, simple elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems. **Students experiment with and discuss the usefulness of various forms of dictionaries.** They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.

Students are becoming more familiar with the systems of the Japanese language, engaging with authentic spoken language, with guidance, sometimes recognising how words blend. They describe the relationship between sounds, words and meaning; stating that certain combinations of two *moras* make one rhythm unit. Students distinguish and comprehend few single and whole word *katakana* with support of a *katakana* chart. **They apply, with guidance, the basic principles of stroke order to write most hiragana and high-frequency kanji and write, with guidance, simple texts using hiragana and kanji on familiar topics, with some inaccuracies. They use vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules, with a satisfactory level of accuracy, in simple spoken and written texts. Students use verbs to indicate – Would you ...? or Shall we ...? ～ませんか ; ～ましょうか. They explain the use of これ/それ/あれ/どれ and use the verb て form as a formulaic expression, such as when giving instructions or seeking permission. They use common counters and classifiers and conjunctions such as そして、それから to link ideas.** Students talk in Japanese about how the Japanese language works. They apply formulaic expressions, with satisfactory accuracy, and mostly understand the significance of textual features and how the composition of texts reflect cultural values. Students discuss how the Japanese language is both influenced by and, in turn, influences other languages and cultures, and explain how language and culture are integral to the nature of identity and communication.



Assessment task

Title of task

あ ん け ー と す ぽ ー つ
アンケート：好きなスポーツ (Survey: favourite sports)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time. In Part A they also demonstrate their skills in comprehending written text, interpreting data in pie graphs and responding to questions to show their understanding. In Part B they demonstrate their skills in comprehending spoken Japanese text to respond in English to information in the text.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to interpret data from graphs and convey that information in a variety of ways. It also establishes information on their ability to gather and respond to information and supporting details in spoken text.
Evidence to be collected	Completed task sheet
Suggested time	Part A – 25 minutes Part B – 15 minutes

Content description

Content from the Western Australian curriculum

Communicating

Socialising

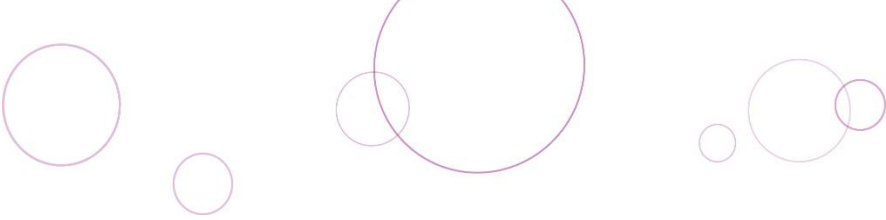
Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them

Informing

Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds

Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts

Understanding



Systems of language

Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:

- using verbs to indicate – Would you ...? Shall we ...? ～ませんか ; ～ましょうか
- understanding the use of これ/それ/あれ/どれ
- knowing how to use common counters and classifiers such as こ/ひき/まい/えん
- using conjunctions such as そして、それから to link ideas

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to free time, activities and sports
- context-related vocabulary
- grammatical items, including: describing frequency using adverbs (e.g. よく、ときどき; expressing reactions with exclamations (e.g. たのしそうです、おもしろいです); locating events in time (e.g. まいしゅう、まいばん、きょう、あした), and using days of the week and months (e.g. 二時、六時); extending subject-focus construction by adding preposition or adverb to subject-verb-object word order (e.g. 日よう日にえいがをみました。そして、うみにいきました。)

Assessment task

Assessment conditions

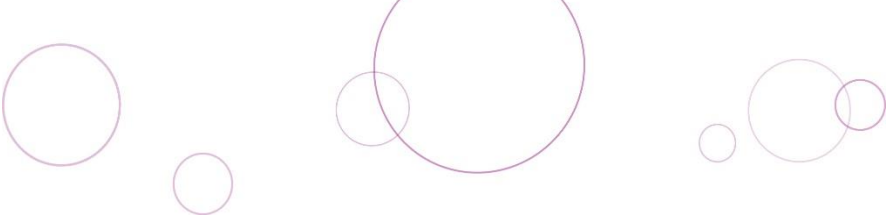
Task is to be completed by students working individually.

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Resources

- task sheet
- transcript of spoken text
- *Hiragana* and *Katakana* chart



Instructions for teacher

Prior to administering the task, the students will need to be:

- taught context-related vocabulary, including types of activities and sports
- exposed to a variety of texts related to free time
- taught how to interpret information in graphs
- taught grammatical items, including:
 - describing frequency using adverbs (e.g. よく、ときどき)
 - expressing reactions with exclamations (e.g. たのしそうです、おもしろいです)
 - using general time words (e.g. まいしゅう、まいばん、きょう、あした), and days of the week and months (e.g. にじ、ろくがつ)
 - correct word order and particle use with subject-verb-object word order (e.g. にちようびに えいがをみました。そして、うみにいきました).

Task

Part A: アンケート : すきなスポーツ

Provide students with Part A of the task.

The task requires students to view and use the graphs, as well as the list of key words, to complete the cloze exercise.

Students may refer to a *hiragana/katakana* chart.

Advise students that they have 25 minutes in which to complete the task.

Part B: えみさんとみさんのすきなスポーツ

Provide students with Part B of the task.

Students listen to Emi and Misa talking about their favourite sports.

Advise students that they will hear the text twice.

Students then write, in English, responses to the questions that follow.

Task administration script 1

Read aloud

わたしのなまえはえみです。わたしの好きなスポーツについてはなします。

わたしは、まいしゅうの土よう日（どび）にがっこうでスポーツをします。ともだちとテニス（てにす）をします。たいてい、夏（なつ）にテニス（てにす）をします。でも、わたしのいちばん好きな夏（なつ）のスポーツはやきゅうです。それから、よくやきゅうをみます。あした、わたしのかぞくとえいがかんにいけます。「さむらいジャイアンツ（じゃいあんつ）」をみたいです。そのえいがは、おとこのこのやきゅうのチーム（ちーむ）についてです。たのしそうです。よろしく。

Pause for 30 seconds before reading the text a second time.

Task administration script 2

Read aloud

こんにちは。わたしのなまえはほんだみさです。十五（じゅうご）さいです。わたしの好きなしゅみについてはなします。わたしのしゅみはどくしょとかいものです。やすみにまちにいきます。わたしはデパート（でぱーと）がだい好き（す）です。デパート（でぱーと）でともだちとよくかいものをします。ときどき、ほんとCD（しーでい）をかいます。ともだちとアイスクリーム（あいすくりーむ）をたべます。それから、ときどきともだちとえいがをみます。えいがもだい好き（す）です。

りょうりもわたしのしゅみです。がっこうのあとで、ははといっしょにケーキ（けーき）をつくらします。チョコレート（ちょこれーと）のケーキ（けーき）がいちばん好き（す）です。そして、しゅくだいをしません。しゅくだいは好き（す）じゃないです。バイバイ（ばいばい）。

Instructions to students

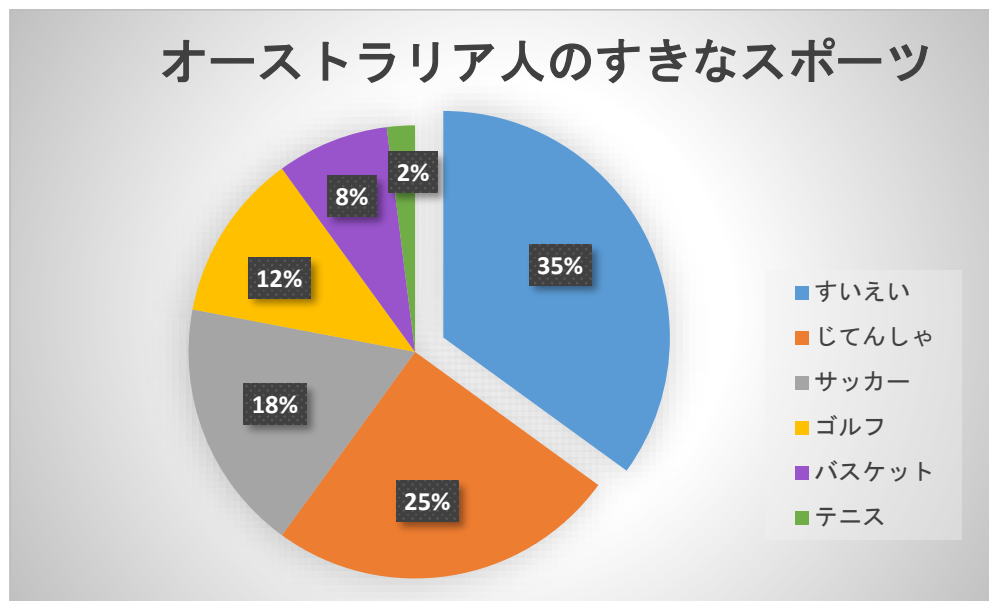
アンケート：好きなスポーツ

Part A: アンケート：好きなスポーツ

(10 marks)

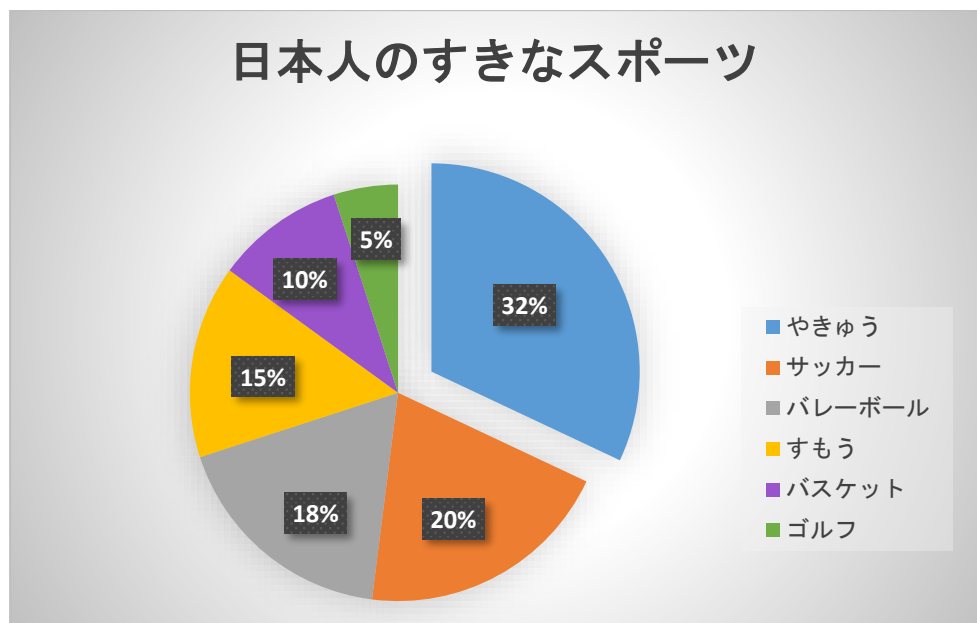
Students at your school took part in a survey to find out which sports were the most popular.

View the results below.



Students in your Japanese sister school also took the survey.

View their results below.



Using the data from the pie charts, complete the following sentences in Japanese.

Each word is to be used only once. Some words may not be appropriate.

You have 25 minutes to complete this task.

テニス	じょうず	日本	すもう	します
すいせい	やきゅう	よく	すき	十五
みました	八	二十	します	みます

1. オーストラリア人の いちばんすきな スポーツ は _____
です。
2. 12%のオーストラリア人はゴルフを_____。
3. オーストラリア人 は _____ があまりすきじゃないです。
4. オーストラリア人 は _____ じてんしゃ に のります。
5. オーストラリア人のなかの _____ パーセント (%) は
バスケットがすきです。
6. 日本人 の せいと は サッカーが _____ です。
7. _____ の すきな スポーツ は やきゅうです。
8. _____ パーセント (%) の日本人はゴルフをします。
9. 日本のアンケート：サッカーは _____ パーセント (%) の人が
好きです。
10. 日本人の 15パーセント (%) はすもう を _____ 。

Part B: えみさんとみささんのすきなスポーツ

Listen carefully to Emi and Misa as they talk about their favourite sports, and then respond in English to the questions that follow.

えみさん

(10 marks)

Question 1

On what day of the week does Emi play sport?

(1 mark)

Question 2

What sport does Emi play? Who does she play it with?

(2 marks)

Question 3

What season does she play this sport in? What sport is her favourite in this season?

(2 marks)

Question 4

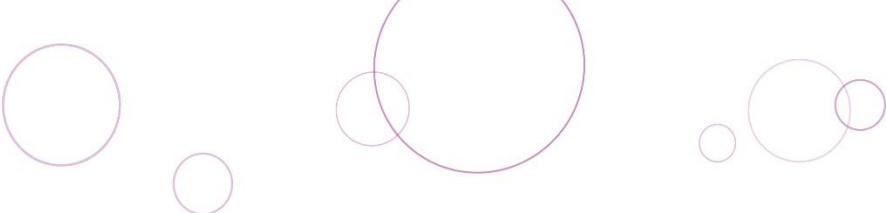
What kind of program does Emi watch on the television?

(2 marks)

Question 5

What will Emi do tomorrow? Give details.

(3 marks)



みささん

(17 marks)

Question 1

Write down Misa's full name. How old is she?

(2 marks)

Question 2

List Misa's hobbies.

(2 marks)

Question 3

Explain in detail what activities Misa does in her holidays. (Use frequency words in your answer; for example, every day, often.)

(8 marks)

Question 4

Misa mentions another hobby. What is this hobby? When and with whom does she do this hobby?

(3 marks)

Question 5

Complete the table:

(2 marks)

Misa's opinion about hobbies

Favourite	Doesn't like/do

Marking key

Part A: アンケート：好きなスポーツ

Description	Marks
1. オーストラリアの いちばん好きな スポーツ は _____ です。	
すいえい	1
Subtotal	1
Description	Mark
2. 12%のオーストラリア人のゴルフを_____。	
します	1
Subtotal	1
Description	Mark
3. オーストラリア人 は _____ があまり好きじゃないです。	
テニス	1
Subtotal	1
Description	Mark
4. オーストラリア人 は _____ じてんしゃ に のります。	
よく	1
Subtotal	1
Description	Mark
5. オーストラリア人のなかの _____パーセント (%) はバスケットが好きです。	
日本	1
Subtotal	1
Description	Mark
6. 日本人 の せいと は サッカーが _____ です。	
好き	1
Subtotal	1
Description	Mark
7. _____の 好きな スポーツ は やきゅうです。	
日本人	1
Subtotal	1
Description	Mark
8. _____ パーセント (%) の 日本人 は ゴルフをします。	

Marking key

五	1
Subtotal	1
Description	Mark
9. 日本 にほん のアンケート：サッカー さっか は _____ パーセント（%）の ひと 人 す が好 す きです。	
二十	1
Subtotal	1
Description	Mark
10. 日本 にほんじん の 15 パーセント（%）は すもう を _____ 。	
みます	1
Subtotal	1
Part A total	10

Marking key

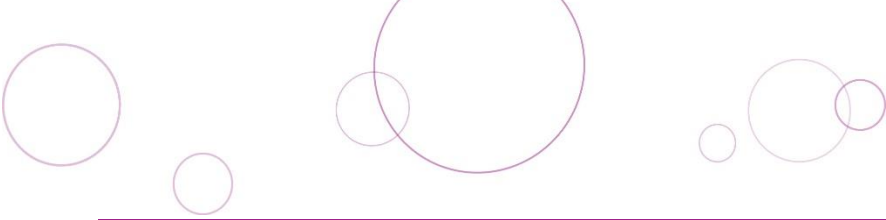
Part B: えみさんとみささんのすきなスポーツ
えみさん

Description	Marks
1. On what day of the week does Emi play sport?	
Saturday	1
Subtotal	1
Description	Mark
2. What sport does Emi play? Who does she play it with?	
tennis	1
friends	1
Subtotal	2
Description	Marks
3. What season does she play this sport in? What sport is her favourite in this season?	
summer	1
baseball	1
Subtotal	2
Description	Marks
4. What kind of program does Emi watch on the television?	
baseball	1
Subtotal	1
Description	Marks
5. What will Emi do tomorrow? Give details.	
watch a movie (<i>Samurai Giants</i>)	1
at the cinema	1
with her family	1
Subtotal	3
Part B Subtotal	9
Total	19

Marking key

Part B: えみさんとみさんのすきなスポーツ
みさん

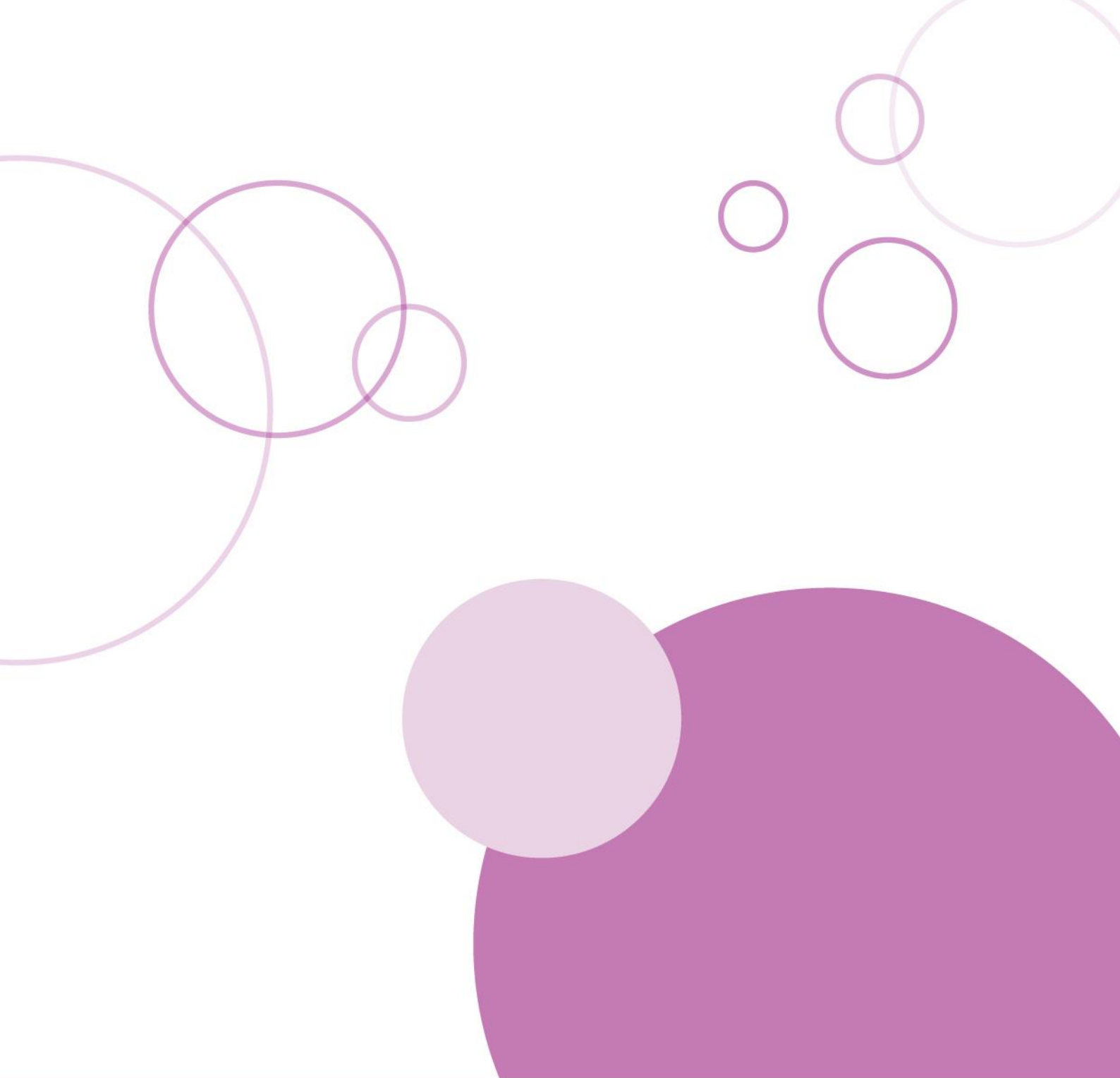
Description		Marks
1. Write down Misa’s full name. How old is she?		
Misa Honda		1
15 years old		1
Subtotal		2
Description		Marks
2. List Misa’s hobbies.		
Reading		1
Shopping		1
Subtotal		2
Description		Mark
3. Explain in detail what activities Misa does in her holidays. (Use frequency words in your answer; for example, every day, often.)		
Goes to the city		1
Often shops at the department store with friends		2
Sometimes buys books and CDs		2
Eats ice-cream		1
Sometimes watches movies with friends		2
Subtotal		8
Description		Marks
4. Misa mentions another hobby. What is this hobby? When and with whom does she do this hobby?		
Cooking (chocolate cake)		1
After school		1
Mum/mother		1
Subtotal		3
Description		Marks
5. Complete the table: Misa’s opinion about hobbies		
Favourite:	Chocolate cake	1
Doesn’t like/do:	homework	1
Subtotal		2
Part B total		17



Marking key

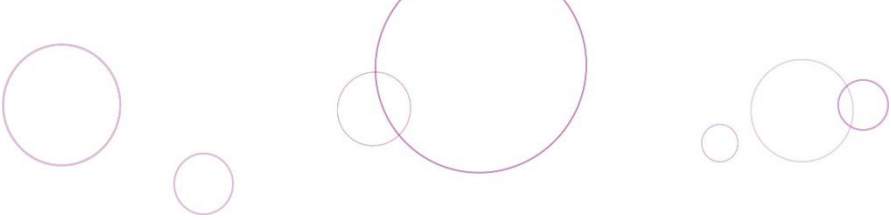
Total	37
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Total	37
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APPENDIX C: SAMPLE ASSESSMENT TASK 2

にほん
日本のスポーツブログ！
Japan sports blog!



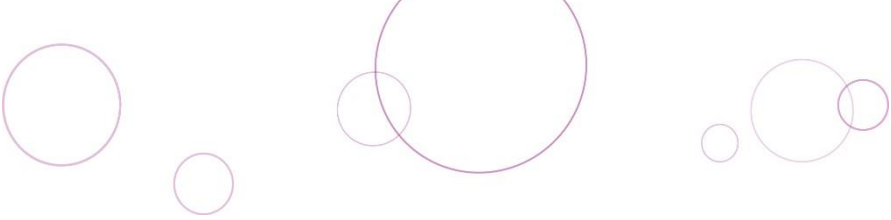
Achievement standard

Year Level Description

Note: areas assessed in this exemplar are indicated in bold.

At standard, students initiate, with guidance, interactions in Japanese with others through class experiences, activities and transactions, to exchange information and relate experiences about free time, such as サッカー が とくい ですか ; けんくん は テニス が じょうず です and to show interest in and respect for them, using mostly descriptive and expressive language. Students collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event. **They share and compare some key messages in imaginative texts such as the moral of a story, ideas or values expressed, or characterisation and, with guidance, compare their treatment across cultural contexts and time. They create or present, occasionally with guidance, simple alternative versions of imaginative texts for different audiences, adapting elements for different modes or contexts.** They demonstrate and explain, with guidance, simple elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems. **Students experiment with and discuss the usefulness of various forms of dictionaries.** They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.

Students are becoming more familiar with the systems of the Japanese language, engaging with authentic spoken language, with guidance, sometimes recognising how words blend. They describe the relationship between sounds, words and meaning; stating that certain combinations of two *moras* make one rhythm unit. Students distinguish and comprehend few single and whole word *katakana* with support of a *katakana* chart. **They apply, with guidance, the basic principles of stroke order to write most hiragana and high-frequency kanji and write, with guidance, simple texts using hiragana and kanji on familiar topics, with some inaccuracies. They use vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules, with a satisfactory level of accuracy, in simple spoken and written texts. Students use verbs to indicate – Would you ...? or Shall we ...? ～ませんか ; ～ましょうか. They explain the use of これ/それ/あれ/どれ and use the verb て form as a formulaic expression, such as when giving instructions or seeking permission. They use common counters and classifiers and conjunctions such as そして、それから to link ideas.** Students talk in Japanese about how the Japanese language works. They apply formulaic expressions, with satisfactory accuracy, and mostly understand the significance of textual features and how the composition of texts reflect cultural values. Students discuss how the Japanese language is both influenced by and, in turn, influences other languages and cultures, and explain how language and culture are integral to the nature of identity and communication.



Assessment task

Title of task

日本のスポーツブログ!(Japan sports blog!)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time. They also demonstrate their skills in writing, in Japanese, a response to a posting, asking about sports, activities and free time for young people in Australia.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to write using expressive language to exchange information about aspects of their personal worlds, including free time.
Evidence to be collected	Vlog notes and posting
Suggested time	Part A – 20 minutes Part B – 30 minutes

Content description

Western Australian curriculum content

Communicating

Socialising

Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them

Translating

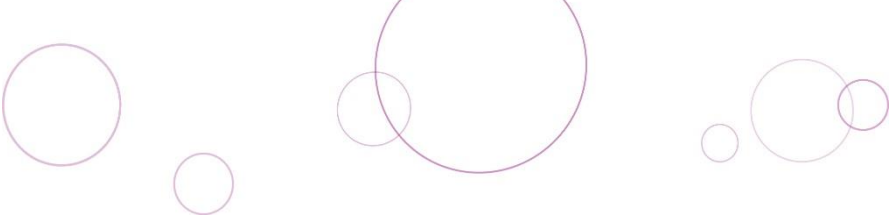
Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource

Understanding

Systems of language

Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:

- using verbs to indicate – Would you ...? Shall we ...? ～ませんか ; ～ましょうか
- understanding the use of これ/それ/あれ/どれ

- 
- using the verb て form as a formulaic expression, such as when giving instructions or seeking permission; for example, 見てください。; トイレ に いっても いい ですか
 - knowing how to use common counters and classifiers, such as こ/ひき/まい/えん
 - using conjunctions, such as そして、それから to link ideas

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to free time
- using adjectives to describe people, activities and things; for example, ほんがすきです。だから、どくしょはおもしろいです。いここはきれいです。おべんとうはおいしいです。
- describing frequency using adverbs (for example, ときどき、いつも、よく)
- context-related vocabulary
- grammatical items, including subject-focused sentence structure, and expressing reactions with exclamations
- the textual conventions of a blog post.

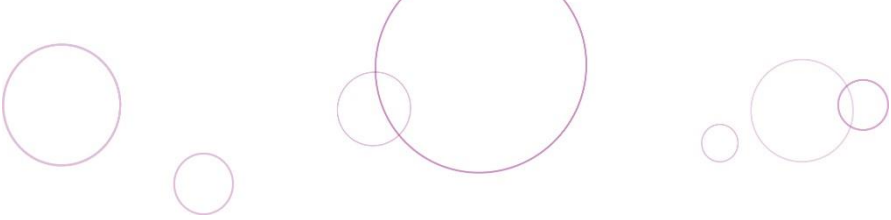
Assessment task

Assessment conditions

Task is to be completed by students working individually.

Resources

- task sheet
- *Hiragana* and *Katakana* chart
- Japanese/English – English/Japanese dictionary



Instructions for teacher

Prior to administrating the task, students will need to be taught:

- context-related vocabulary, such as
 - sports and activities すいえい、おんがく、えいがをみます
 - places where these activities take place (for example, プール、おんがくしつ、えいがかん、がっこう)
 - common activity verbs; for example (いきます、たべます、ききます)
- how to apply grammatical elements in written texts, including:
 - describing frequency, ときどき、いつも、よく
 - subject-focused sentence structure
 - related particles or adverbs to subject-verb-object word order (for example, うみですいえいをします。)
- the textual conventions of a post, and be provided with opportunities to practise them.

Task

Part A: 日本のスポーツブログ!

Students follow *Goo ブログ*, a Japanese blog about the way of life for young Japanese people. After finding a vlog from a Japanese student, students listen to the recording and write notes as the student speaks.

Advise students that they should aim to write their answers in Japanese in the spaces provided.

Advise students that they have 20 minutes to write their response.

Task administration script

Read Aloud

こんにちは。ぼくの名前は1. すずきともひろです。わたしの好きなスポーツについてはな
します。ひまなときにスポーツをします。スポーツがいちばん2. すきです。それから、ま
いにち、すいえいをします。まいあさ、五時から3. 六時まですいえいを4. します。ぼくは
すいえいが5. とくいです。しゅうまつによくゴルフをします。たいてい、6. 日よう日に父
とゴルフのれんしゅうをします。でも、ぼくはゴルフが7. へたです。それから、ときどき
フックスで8. すもうをみます。日本ですもうが一番にんきな9. スポーツです。まいば
ん、がっこうのあとであにとラジオでやきゅうのしあいを10. ききます。好きなチームは
「はんしん タイガーズ」11. です。「はんしん タイガーズ」は日本の12. おおさかのチ
ームです。わたしの13. かぞくも「はんしん タイガーズ」がだいすきです。かぞくと
テレビでよくタイガーズ14. みます。やきゅうのしあいは15. いつもおもしろいです。ぼく
は日本のスポーツがだいすきです。じゃあね。

Part B: 日本のスポーツブログ!

レジャーブログ!

Students follow *Goo ブログ*, a Japanese blog about the way of life for young Japanese people.

The latest post has asked for responses to the questions: オーストラリア人はひまなときに何をしますか。どんなスポーツがすきですか。

Students write a post in response and include the following:

- sports that are commonly played in Australia, including which one(s) they prefer
- other common activities that young people like to do
- common places to 'hang out' for young people in Australia.

Advise students that they should aim to write 70–90 *ji* in Japanese, following the conventions of a post.

Advise students that they have 30 minutes to write their response.

Instructions to students

Part A: 日本のスポーツブログ!

Watch/listen to a vlog (video blog) about a student's free time activities and write down the missing words from the script. The vlog will be replayed twice.

こんにちは。ぼくのなまえは 1. ともひろです。わたしの好きな
スポーツについてはなします。ひまなときにスポーツをします。スポーツ
がいちばん 2. です。それから、まいにち、すいえいをします。
まいあさ、^ご五時から 3. 時まですいえいを 4. ぼくはすいえい
が 5. です。しゅうまつによく^ごゴルフをします。たいてい、6.
よう日^びにちちと^ごゴルフのれんしゅうをします。でも、ぼくは^ごゴルフが 7.
 です。それから、ときどきフオックスで 8. をみます。
^{にほん}日本ですもうがいちばんにんきな 9. です。まいばん、がっ
こうのあとであにと^らラジオでやきゅうのしあいを 10. 。すき
な^ちチームは「はんしん ^{たいがーず}タイガーズ」 11. 。「はんしん ^{たいがー}タイガー
^ずズ」は^{にほん}日本の 12. の^ちチームです。わたしの 13.
も「はんしん ^{たいがーず}タイガーズ」がだいすきです。かぞくと^{てれび}テレビでよく
^{たいがーず}タイガーズ 14. 。やきゅうのしあいは 15. おもしろい
です。ぼくは^{にほん}日本の^すスポーツがだいすきです。じゃね。

Part B: 日本のスポーツブログ!

レジャーブログ!

You follow *Goo ブログ*, a Japanese blog about the way of life for young Japanese people, especially sports players. The latest post has asked for responses to the questions:

オーストラリア人はひまなときに何をしますか。どんなスポーツが好きですか。

You are keen to post about what life is like in Australia for young people.

Write a response that includes information on:

- sports that are commonly played in Australia, including the one(s) you like
- other common activities that young people like to do
- common places to 'hang out' for young people in Australia.

Aim to write 70–90 *ji* in Japanese, following the conventions of a blog post.

You have 30 minutes to write your response.

[illegible]

Marking Key

Part A: 日本のスポーツブログ！

Description	Marks
ぼくのなまえは 1. _____ ともひろです	
すずき	1
Subtotal	1
Description	Mark
スポーツがいちばん 2. _____ です。	
すき	1
Subtotal	1
Description	Mark
五時から 3. _____ 時まですいえいを 4. _____。	
六	1
します	1
Subtotal	2
Description	Marks
ぼくはすいえいが 5. _____ です。しゅうまつによくゴルフをします	
とくい	1
Subtotal	1
Description	Mark
たいてい、6. _____ よう日におとうさんとゴルフのれんしゅうをします	
にち 日	1
Subtotal	1
Description	Mark
でも、ぼくはゴルフが 7. _____ です。	
へた	1
Subtotal	1
Description	Mark
それから、ときどきフォックスで 8. _____ をみます	
すもう	1
Subtotal	1

Marking key	
Description	Mark
日本ですもうがいちばんにんきな 9. _____です。	
スポーツ/すぽーつ	1
Subtotal	1
Description	Mark
まいばん、がっこうのあとであにとラジオでやきゅうのしあいを 10. _____。	
ききます	1
Subtotal	1
Description	Mark
すきなチームは「はんしん タイガーズ」 11. _____。	
です	1
Subtotal	1
Description	Mark
「はんしん タイガーズ」は日本の 12. _____のチームです。	
おおさか	1
Subtotal	1
Description	Mark
わたしの 13. _____も「はんしん タイガーズ」がだいすきです。	
かぞく	1
Subtotal	1
Description	Mark
かぞくとテレビでよくタイガーズ 14. _____。	
みます	1
Subtotal	1
Description	Mark
15. やきゅうのしあいは_____おもしろいです。	
いつも	1
Subtotal	1
Description	Mark
Subtotal	15

Part B:

Marking key	
Description	Marks
Content	
Writes a post that includes information on sports that are commonly played in Australia (including which they prefer), other common activities that young people like to do, and common places to 'hang out' for young people in Australia.	5
Writes a post including most of the required information. Most supporting details are included.	4
Writes a post including some of the required information. Some supporting details are included.	3
Writes a post including some of the required information. Few supporting details are included.	2
Makes a limited attempt at writing simple statements for a post.	1
Subtotal	5
Description	Marks
Vocabulary	
Uses an appropriate range of relevant vocabulary consistently.	5
Uses an appropriate range of relevant vocabulary.	4
Uses a variety of vocabulary that is relevant.	3
Uses some variety of vocabulary that is generally relevant.	2
Limited use of relevant vocabulary. Poor spelling makes meaning unclear.	1
Subtotal	5
Description	Marks
Grammatical concepts	
Accurately writes simple and compound sentences, and applies grammatical elements consistently. Uses verbs, adjectives, particles and adverbs successfully.	5
Writes, with some accuracy, simple and compound sentences, and applies grammatical elements mostly accurately. Uses verbs, adjectives, particles and adverbs mostly successfully.	4
Writes, simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with accuracy. Use of verbs, adjectives, particles and adverbs maybe impeded, though meaning is clear.	3
Writes with mostly simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with some accuracy. Use of verbs, adjectives, particles and adverbs sometimes unsuccessful. Intended meaning may be clear.	2

Marking key

Makes limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.

1

Subtotal

5

Description

Marks

Text type and sequencing

Writes a post with a title, concise information related to the question, and register appropriate for young people. Sequences information cohesively and coherently.

5

Writes a post with a title, concise information related to the question, and using mainly appropriate register for young people. Mostly sequences information cohesively and coherently.

4

Uses most of the conventions of a post. Generally uses appropriate register. Sequences information to some extent.

3

Uses some of the conventions of the text type. Shows some consideration of the audience. Attempts to sequence information.

2

Makes limited use of the conventions of the text type. Shows little consideration of the audience. Limited organisation impedes the flow and meaning.

1

Subtotal

5

Part B Total

20

Total

35

