



SAMPLE TEACHING AND LEARNING OUTLINE

JAPANESE: SECOND LANGUAGE
YEAR 9 (PRE-PRIMARY – YEAR 10 SEQUENCE)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

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This sample teaching and learning outline provides one possible approach through which the Japanese: Second Language syllabus within the Western Australian Curriculum: Languages can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

The sample teaching and learning outline is based on the understanding that in Year 9, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 8, and the understanding required of students to communicate in Japanese, focusing on extending their oral and written communication skills and their understandings of Japanese language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the Japanese: Second Language Pre-primary to Year 10 syllabuses <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/japanese-p-10>

This sample teaching and learning outline 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 focus provides a broad context through which the content is taught. The outline 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
- resources suitable to the focus.

It is not expected that teachers administer all learning activities and assessments. It is at the teacher's discretion which of the suggestions are suitable for formative and/or summative assessments. It is also at the teacher's discretion to use other activities and assessments.

Japanese: Second Language Year 9 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – オーストラリアと日本の学生せいかつ (School life in Australia and Japan)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in sustained interactions, using informative and descriptive language, to share, compare and justify personal opinions about aspects of their childhood, teenage life and relationships, for example, 九年生のキャンプでゲームをしたり、おいしい食べものを食べたりします。; 五才の時から、バレエをしています。しょうらい、ダンサーになりたいです。</p> <p>Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood, for example, 一番たのしかったりよこうについて、おしえてください; きょねん、マーガレットリバーに行って、ともだちとキャンプをしました。</p> <p>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation</p> <p>Translate and/or interpret a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts</p>	<p>Understand the basic intonation and phrasing patterns of spoken Japanese, taking the form of a down turning curve and applying it when speaking</p> <p>Identify the use of rising intonation when asking questions in casual speech or ましよ う form, for example, 食べる?/食べましようか</p> <p>Convey meaning by appropriately selecting and combining <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> characters</p> <p>Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by:</p> <ul style="list-style-type: none"> understanding and applying the rules of the plain form and knowing that the basic form of all Japanese verbs ends in <i>-u</i>, <i>-eru</i> or <i>-iru</i>, the forms they are listed under in dictionaries understanding that verbs can be divided into three groups according to the way they are conjugated, 五だん verb (five-step verbs), 一だん verb (one-step verbs) and irregular verbs using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group using verb て form to connect events, for example, 朝おきてジョギングをします using present continuous tense using verb ています, for example, ラジオを聞いています using verb stems with grammatical features such as ~に行きます expressing number of actions, for example, ~たり~たりします 	<p>Students maintain interactions orally and in writing to share and compare personal opinions about aspects of teenage life in Australia and Japan.</p> <p>Assumed prior learning</p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Japanese: Second Language Year 8 (Pre-primary – Year 10 sequence) syllabus.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> consolidating linguistic elements related to social events and school experiences covered in the Year 7 and Year 8 syllabuses; for example, ボクシングデーにかいものに行きます。だから、はやくおきます。 sharing information about school routines in Australia and Japan; for example, 日本の高校は、たいてい8時45分にはじまって、3時15分におわります。; オーストラリアの学校のじゅぎょうは、たいてい一日5時間です。 sharing and justifying personal opinions about school subjects and learning at school; for example, 何かもくべんきょうしていますか。私はえいごやすうがくや日本語などをべんきょうしています。; かがくのじっけんはおもしろいです。だから、私はかがくが大好きです。 referring to and sharing personal opinions about their leisure activities; for example, しゅうまつに、ともだちとかいものに行きたいです。; コンピューターゲームが大好きです。; サッカーが好きで、週に二回サッカーをします。 asking and giving information about extracurricular activities, including club activities; for example, 日本人の友だちのはなこさんは、しゅうに二回、ほうかごにけんどうぶでぶかつをします。; 私は学校のフットボールチームに入っています。 describing their friends and family; for example, 私のともだちのゆきさんは、中学3年生でオーストラリアでえいごをべんきょうしています。; 私はオーストラリアからの留学生です。 asking and giving information about what they do over the holidays; for example, 私はかぞくと、こんしゅうまつキャンプをしに行きます。; 私たちは、なつやすみに北海道にりょこうに行きます。 making comparisons about teenage life in Japan and Australia; for example, 日本の学生は、いつもたくさんしゅくだいをします。でも、オーストラリアの学生はあまりしません。; ほとんどの日本の学生は、ほうかごスポーツやぶんかクラブでぶかつをしています。 sharing information about aspects of teenage life using the て form to connect events; for example, なつやすみに、うみにいってバーベキューをしたいです。; ひまな時、よく姉とケーキをつくって、かぞくでいっしょに食べます。; しゅうまつに、よくおんがくをきいて、ギターをひきます。 	<p>Audiovisual texts</p> <p>BonSoirTV – 夢みたい... フランス人が日本の高校生活を1日体験してみた! https://www.youtube.com/watch?v=EZbCl8un6C8</p> <p>Note: an audiovisual clip of a French exchange student's day in a Japanese school</p> <p>Japanization – Talk about Club Activity (Japanese Conversation Lesson) https://www.youtube.com/watch?v=RPUgyJLmP0</p> <p>Note: subtitles in English and Japanese</p> <p>Yuko Sensei – Connecting Form of NOUN です - Basic Japanese grammar https://www.youtube.com/watch?v=lvNKUxJyM20&ab_channel=YukoSensei</p> <p>Easy Languages – Easy Japanese 5 - Student Life https://www.youtube.com/watch?v=p1hJgOD5QE&ab_channel=EasyLanguages</p> <p>Note: interviews with students in Japan talking about their hobbies and school life with subtitles in Japanese, <i>romaji</i> and English</p> <p>The Infographics Show – Weird Japanese School Rules https://www.youtube.com/watch?v=v8ioQkdb3bE</p> <p>UA Japanese Dept – Te Form Song Japanese verb conjugation https://www.youtube.com/watch?v=jOzOf9REt4</p>

Focus – オーストラリアと日本の^{にほん}学生^{がくせい}せいかつ (School life in Australia and Japan)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<ul style="list-style-type: none"> using adverbs as formulaic expressions, for example, 早く、おそく increasing cohesion within paragraphs by using conjunctions, for example, ですから 	<p>Discuss with students:</p> <ul style="list-style-type: none"> the importance of education and the role of cram schools and examinations in Japanese teenage life. Websites such as SPICE and Global First provide more information school rules specific to Japan and compare them with school rules in Australia, accessing information on websites such as The Infographics Show and Japan and Japanese culturally specific leisure activities that Japanese teenagers like to engage in; for example, <i>origami</i> (the art of paper folding), <i>ikebana</i> (the art of flower arrangement), <i>Shodo</i> (calligraphy), <i>Sado</i> (tea ceremony), <i>Kyudo</i> (Japanese archery) and how some of these words have become a part of other languages, such as English. The website G'Day Japan provides useful information the importance of using the appropriate terms of address the use of formal and informal language and why it is important to use the correct register. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: article, collage, conversation, description, discussion, infographic, interview, list, presentation, profile, role-play, survey.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> identifying patterns and features paraphrasing and simplifying linguistic elements to create new texts using the plain and basic form to look up a word in the dictionary. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> practise and consolidate sentence and grammatical structures by completing a range of activities and games such as <ul style="list-style-type: none"> matching activities using teacher-developed flashcards and/or applications such as Wordwall and Quizlet memory games using applications such as Gimkit and Quizizz board games using teacher-developed resources or resources from the website Japan Foundation read-aloud activities such as Sentence Stealers, Mind Reading, and Running Dictation understand and apply the て form by: <ul style="list-style-type: none"> viewing the audiovisual clip of the song, <i>Te form song Japanese verb conjugation</i>, to become familiar with the て form verb conjugation practising using the て form by playing games such as Guess Who and Vocubes from the website Japanese Teaching Ideas developing an individualised て form chart using the て form chart to assist in a writing task practise writing kanji characters following correct stroke order using teacher-developed worksheets make sentences orally or in writing using character and/or verb charts in Japanese to share, compare and justify personal opinions about aspects of teenage life including school life, leisure and club activities, friends and family, and holidays 	<p>88rising – ATARASHII GAKKO! - Seishun Academy 101: Come To School With Us https://www.youtube.com/watch?v=5m94BjCmYAI Note: introduction to life at school in Japan with Japanese pronunciation and English subtitles</p> <p>Websites</p> <p>Global First – Difference Between Japanese Education and Australian Education http://globalfirst.jp/en/a10231/</p> <p>Stanford Program on International and Cross-Cultural Education – Daily Life in Japanese High Schools by Marcia L. Johnson and Jeffrey R. Johnson https://spice.fsi.stanford.edu/docs/daily_life_in_japanese_high_schools#school</p> <p>Japan and Japanese – 14 Japanese School Rules of 2023 https://japanandjapanese.com/14-japanese-school-rules/</p> <p>G'Day Japan! – Japanese Leisure Activities to Explore for Yourself by Alyssa Low https://www.gdayjapan.com.au/interests/culture/japanese-leisure-activities-to-explore-for-yourself/</p> <p>Online resources</p> <p>Wordwall – Japanese club activities by Csandercoe https://wordwall.net/resource/29317992/japanese-club-activities</p> <p>Quizlet – クラブ by quizlette4240440 https://quizlet.com/jp/702529669/%E3%82%AF%E3%83%A9%E3%83%96-flash-cards/</p>

Focus – オーストラリアと日本の^{にほんがくせい}学生せいかつ (School life in Australia and Japan)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> • read and listen to teacher-developed Japanese texts or audiovisual resources about aspects of teenage life including school life, leisure and club activities, family and friends, and holidays <ul style="list-style-type: none"> ▪ identify <ul style="list-style-type: none"> ○ key words and sentence structures by highlighting or underlining them ○ basic intonation and phrasing patterns of spoken Japanese ○ the use of rising intonation when asking questions in casual speech or ましょう form in spoken Japanese ○ the use of <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> characters in the written texts ○ how Japanese language use varies depending on the context and audience ▪ respond in English to a variety of questions such as <ul style="list-style-type: none"> ○ cloze ○ matching ○ true/false ○ short answers ▪ summarise the spoken or written texts in Japanese • view the audiovisual clip Talk about your friends!, then split into pairs and follow the example by sharing some information orally in Japanese about their family and friends • view the audiovisual clip Come to school with us, and <ul style="list-style-type: none"> ▪ discuss in pairs <ul style="list-style-type: none"> ○ which characteristic of Japanese high schools stands out to them the most and why ○ whether these characteristics can be observed in Australian schools and why or why not ▪ work in pairs to write sentences in Japanese to describe the characteristic of their choice ▪ engage in the activity Inside/Outside Circles to exchange information in Japanese <ul style="list-style-type: none"> ○ students in the inner circle ask questions such as ^{なに}何がおもしろかったですか。 ○ students in the outside circle answer the questions in Japanese ○ teacher signals the outer circle to move in one direction, so that each student talks to a new person ○ repeat the process to allow all students to ask and respond to questions • converse in small groups in Japanese to share and justify personal opinions about aspects of teenage life using teacher-developed questions and/or prompts such as <ul style="list-style-type: none"> ▪ Do they like going to school? Why or why not? ▪ What is their favourite subject? Why? ▪ What extracurricular activities do they participate in? Why? ▪ Share information about their best friend. ▪ Why are they good friends? ▪ What is their favourite holiday activity? Why? • work in small groups to plan an oral presentation to share and justify their personal opinions in Japanese about school life including <ul style="list-style-type: none"> ▪ the subjects they are learning ▪ their opinions about each subject ▪ the extracurricular activities they participate in ▪ their opinions about these activities 	<p>Quizlet – Japanese School Subjects by mgrace https://quizlet.com/6002887/japanese-school-subjects-flash-cards/</p> <p>Gimkit – しゅみ by Mihoko Yamamura https://www.gimkit.com/view/635fe4831049c000216b9e2e</p> <p>Gimkit – Japanese School by Junni Su https://www.gimkit.com/view/631e9726866c260060c0d232</p> <p>Quizizz – Japanese - friends and adjectives https://quizizz.com/admin/quiz/5ecf045152ff17001c6cc65b?source=quiz_share</p> <p>Japanese Teaching Ideas – Japanese Grammar - TE FORM http://japaneseteachingideas.weebly.com/te-form.html</p> <p>The Teacher Toolkit – Inside/Outside Circles https://www.theteachertoolkit.com/index.php/tool/inside-outside-circles</p> <p>The Language Gym – My favourite read-aloud tasks and how I use them https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/</p> <p>Note: includes activities such as Sentence Stealers and Mind Reading</p> <p>Canva – Free Photo Collage maker https://www.canva.com/create/photo-collages/</p> <p>Teacher-developed resources</p> <p>Flashcards to practise character recognition</p> <p>Worksheets to practise character writing</p> <p>Questions and/or prompts to assist students in conversing</p>

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Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> • survey students about their interests and make a group/class profile, ranking the interests from most to least popular • plan questions and conduct an interview with a partner and/or a native speaker in Japanese, such as a teaching assistant or an exchange student, to find out what extracurricular activities are popular among teenagers in Japan • work in pairs to research and discuss the similarities and differences regarding leisure activities and school life between Japanese and Australian teenagers and then complete a Venn diagram and <ul style="list-style-type: none"> ▪ share their findings with the class ▪ compile as a class a list of similarities and differences ▪ translate these similarities and differences into Japanese ▪ discuss how some words and sentences cannot be translated easily and how to overcome this difficulty ▪ write an article individually in Japanese to compare the leisure activities and school life of Japanese and Australian students • conduct research online in small groups to compare aspects of teenage life of Japanese students and Australian students, then use an application such as Canva to make a collage and/or an infographic with both text (in Japanese) and images. Students then print their works for display in the classroom and/or present them to the class • role-play in pairs different scenarios in Japanese such as <ul style="list-style-type: none"> ▪ an Australian exchange student in Japan with their host student on the first day of school ▪ a Japanese exchange student in Western Australia with their host student on the first day of school ▪ two students sharing their opinions about their school subjects and school life • complete a formal summative assessment using the following task: <ul style="list-style-type: none"> ▪ オーストラリアの^{がくせい}学生のせいかつ (School life in Australia) <ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in writing in Japanese by writing a script for a presentation comparing teenage life in Australia to teenage life in Japan. ○ Part B – students demonstrate their skills in speaking in Japanese by taking part in an interview with their teacher on the topic they have explored in Part A. 	<p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p>オーストラリアの^{がくせい}学生のせいかつ (School life in Australia)</p>