

Japanese: Second Language Scope and sequence

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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 learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Japanese: Second Language—Scope and sequence of content

Course		pp. 10–11	pp 12–13	pp 14–16	pp 17–18	pp 19–20	pp 21–22
Content organiser		Unit 1A ティーンエージャー (teenagers)	Unit 1B 近所 (neighbourhood)	Unit 2A ホームステイしよう! (home-stay)	Unit 2B ようこそ、私の国へ! (welcome to my country)	Unit 3A わか りょこうしゃ 若い旅行者 (young travellers)	Unit 3B かこと未来 (reflections and horizons)
Text types	A range of spoken, visual and written text types relevant to the school determined learning contexts should be selected for use in these units. Examinable text types are indicated in the course document for Stages 2 and 3.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types (authentic or adapted) from the lists below. Teachers may also choose to introduce students to additional text types.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types (authentic or adapted) from the lists below. Teachers may also choose to introduce students to additional text types.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types (authentic or adapted) from the lists below. Teachers may also choose to introduce students to additional text types.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types (authentic or adapted) from the lists below. Teachers may also choose to introduce students to additional text types.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types (authentic or adapted) from the lists below. Teachers may also choose to introduce students to additional text types.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types (authentic or adapted) from the lists below. Teachers may also choose to introduce students to additional text types.
				Text types indicated with an asterisk (*) are those which students may be expected to produce and/or respond to in the Stage 2 external examination and school-based assessment.	Text types indicated with an asterisk (*) are those which students may be expected to produce and/or respond to in the Stage 2 external examination and school-based assessment.	Text types indicated with an asterisk (*) are those which students may be expected to produce and/or respond to in the Stage 3 external examination and school-based assessment.	Text types indicated with an asterisk (*) are those which students may be expected to produce and/or respond to in the Stage 3 external examination and school-based assessment.
		Active use (production and reception) Account (descriptive) Conversation Diary/ Journal entry Email Instruction Interview Invitation Letter (polite) List Message/note Notice Postcard Role-play/skit Speech/talk/ presentation Timetable Weblog (blog)	Active use (production and reception) Account (descriptive) Conversation Diary/ Journal entry Email Instruction Interview Invitation Letter (polite) List Message/note Notice Postcard Role-play/skit Speech/talk/ presentation Timetable Weblog (blog)	Active use (production and reception) Account (descriptive and narrative including <i>sakubun</i> *) Conversation*/ Discussion* Description* Diary*/journal entry* Email* Form* Instruction*/rules Interview* Invitation* Letter (polite and informal)* List Message*/note*/SMS Notice*/ Postcard* Recipe Role-play/skit Speech/talk*/ Presentation*	Active use (production and reception) Account (descriptive and narrative including <i>sakubun</i> *) Conversation*/ Discussion* Description* Diary*/journal entry* Email* Form* Instruction*/rules Interview* Invitation* Letter (polite and informal)* List Message*/note*/SMS Notice*/ Postcard* Recipe Role-play/skit Speech/talk*/ Presentation*	Active use (production and reception) Account (descriptive and narrative including <i>sakubun</i> *) Article* Conversation*/ Discussion* Description* Diary*/journal entry* Email* Form* Instruction*/rules Interview* Invitation* Letter (polite and informal)* Message*/note*/SMS* Notice* Postcard* Recipe Role-play/skit Speech/talk*/ Presentation*	Active use (production and reception) Account (descriptive and narrative including <i>sakubun</i> *) Article* Conversation*/ Discussion* Description* Diary*/journal entry* Email* Form* Instruction*/rules Interview* Invitation* Letter (polite and informal)* Message*/note*/SMS* Notice* Postcard* Recipe Role-play/skit Speech/talk*/ Presentation*

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				Survey/ questionnaire Timetable* weblog (blog)*	Survey/ questionnaire Timetable* weblog (blog)*	Survey/ questionnaire Timetable* Weblog (blog)*	Survey/ questionnaire Timetable* Weblog (blog)*
		Reception Announcement Film/TV program (excerpts) Map/plan Schedule Sign Song	Reception Announcement Film/TV program (excerpts) Map/plan Schedule Sign Song	Reception Advertisement* Announcement* Brochure* Chart/table* Film/TV program (excerpts) Itinerary*/schedule* Manga/comic/ cartoon strip Menu Poster Report (weather/sport) Sign Song TV program guide Website	Reception Advertisement* Announcement* Brochure* Chart/table* Film/TV program (excerpts) Itinerary*/schedule* Manga/comic/ cartoon strip Menu Poster Report (weather/sport) Sign Song TV program guide Website	Reception Advertisement* Announcement* Brochure* Chart/table* Film/TV program (excerpts) Itinerary*/schedule* Manga/comic/ cartoon strip Menu Poster Report (weather/sport)* Sign Song TV program guide Website*	Reception Advertisement* Announcement* Brochure* Chart/table* Film/TV program (excerpts) Itinerary*/schedule* Manga/comic/ cartoon strip Menu Poster Report (weather/sport)* Sign Song TV program guide Website*
Linguistic Resources	Textual conventions Textual conventions are dependent on the texts chosen by the school	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> textual structure of common written texts e.g. envelope layout, letter salutations oral conventions associated with different contexts e.g. initiating conversation, introductions and forms of address. 	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> oral conventions associated with familiar questioning such as asking for directions, providing instructions, and giving reasons oral conventions associated with different contexts e.g. initiating conversation, introductions and forms of address. 	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> oral conventions associated with giving and receiving, making arrangements, denying/granting permission and giving advice and expressing obligation use of borrowed words from other languages, abbreviations, body language and gestures format, layout and features of texts e.g. forms, timetables, tickets. 	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> conventions associated with making comparisons format and layout of texts such as invitations, schedules, diaries and emails consolidation of sequencing of ideas and structuring texts oral protocols of organising and maintaining communication e.g. refusing a request, expressing surprise and hesitation. 	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> conventions associated with presenting arguments choosing and generating structures appropriate to purpose using textual structure as an aid to interpretation. 	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> oral protocols associated with resolving disagreements or conflicts conventions associated with presenting a reasoned argument consolidation of understanding and use of conventions of different texts.
Linguistic Resources	Form and features of language Vocabulary	Grammar <ul style="list-style-type: none"> basic sentence patterns: ～は～です, verb, adjective and noun-ending sentence 	In addition to that prescribed in Unit 1AJSL: Grammar <ul style="list-style-type: none"> locational sentence patterns: ～の～にあります/います 	In addition to that prescribed in stage 1JSL: Grammar <ul style="list-style-type: none"> verbs and adjectives: plain form, present/past, affirmative/negative 	In addition to that prescribed in stage 1JSL and unit 2AJSL: Grammar <ul style="list-style-type: none"> plain form verb +と(conditional) 	In addition to that prescribed in stage 1 and 2 JSL: Grammar <ul style="list-style-type: none"> て form verb +しまう (completed action, regret) 	In addition to that prescribed in stage 1JSL stage 2JSL and unit 3A JSL: Grammar <ul style="list-style-type: none"> て form verb +ほしい

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	associated with the learning contexts	<ul style="list-style-type: none"> verbs: ~ます, ~ました, ~ません, ~ませんでした ~ましょう ~ませんか (invitation) adjectives: い and な types: present, past, affirmative, negative, い and な adjectives + noun て form verb: ~て (linking), ~てから (after), ~てください (requesting), ~ています (continuous tense) stem verb ~にいきます/きます (purpose) noun について (about) particles: は, が, の, に, へ, を, で, や, と, も sentence final particles: ね, ねえ, よ, か noun + から, まで, ごろ, ぐらい (indicating extent) conjunctions: が, そして, それから 	<ul style="list-style-type: none"> て form adjective ・くて, ・で (linking) て form verb +みます (attempt) stem verb +たいです (want) stem adjective +そうです (looks) stem verb/adjective +すぎます (excessiveness) noun: はどう/ はいかが (ask for opinions) particle: か (or) superlative: いちばん ~ conjunctions: ですから (therefore), けれども (how ever), でも (but). 	<ul style="list-style-type: none"> adverbs: adjectival forms: ~く/に ~く/に・なる, ~く/に・する (change of state) て form verb: ~てはいけません (deny permission), ~てもいい (grant permission) ない form verb: ~ないてください (please don't) ない form verb: ~ないほうがいい (giving advice) ない form verb: ~なければなりません (have to) ない form verb: ~なくてもいいです (don't have to) noun +をくれる/あげる/もらう (giving and receiving) plain past verb +ほうがいい (giving advice) ~たり~たりする (giving examples, alternative actions/states) plain form verb +まえ(に), noun +(の)まえ(に) plain form verb/い adjective +とき, な, adjective: ~な+とき, noun のとき て form verb: ~ているあいだ(に), noun のあいだ(に), ~にいるあいだ(に) plain past verb 	<ul style="list-style-type: none"> plain form verb +そうです (hearsay) plain form verb より/ほうが, plain form verb のと, plain form verb のと, noun □ noun とくらべて, noun と noun と, noun +より noun のほうが (comparisons) noun は noun とおなじ (similarity), noun は noun とちがう (difference) ~でしょう, ~かもしれません (possibility) plain form verb +つもり (intention) stem verb +方 (how to...) stem verb +にくい (hard to...), stem verb +やすい (easy to...) stem verb +ながら (simultaneous action) て form verb ~てくれる, ~てあげる, ~てもらう (doing favours) たら form (conditional) noun っ/というのは (clarifying), noun は はじめて (for the first time). 	<ul style="list-style-type: none"> て form verb +おく (do something in preparation/in advance) volitional form ~よう/おう (suggestion, persuasion) volitional form +と思う (intention) て form verb +こまる (distress, confusion) plain form verb +し (listing) plain form verb +のに (even though) plain form verb +よてい (plan) relative clauses: how to form complex noun phrases ~かどうか /か (whether or not, if) ~(な)んです/(な)のです (explaining, clarifying) ~みたい (appearance, likelihood) stem verb + はじめる (start doing something) potential form: ~える, ~られる ない form verb +ようにする (effort not to ...) plain form verb +ようにする (advice) ない form verb +で (without/instead of) ~ても (even if) particles: か, も (with interrogative), も (repetitive), でも, にも □ indefinite □ しか, だけ (only). 	<ul style="list-style-type: none"> (want someone to do something for you) plain form +ため(に) (purpose, in order to) noun のため(に) (purpose) potential form +ように (so that...) plain/potential form +ようになる (get to the state where...).

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				+あと(で) • ~と言います (indirect quote) • ~という+noun (called...) • ~と思います (expressing thoughts), ~たいと思います (expressing desire), ~たいと思っています (expressing strong desire) • の/こと (nominalisers) • plain form verb +ことができる (ability) • plain past verb +ことがある (experience) • sentence final particles: □ (question marker), かな, かしら, わ • conjunctions: から, ので, と (quoting), それに, それで, けれど, けど.			
Linguistic Resources	Sound and writing systems Development and consolidation of the sound and writing systems of Japanese	All sound units: voiced and unvoiced, combined sounds, double consonants, lengthened sounds, pronunciation and intonation of introduced vocabulary. All <i>hiragana</i> and <i>katakana</i> plus the following prescribed <i>kanji</i> : • productive 一 二 三 四 五 六 七 八 九 十 百 千 万 人 本 才 日 月 火 水 木 金 土 父 母 私 子 友 学 校 語 何 円 生 • receptive 住	In addition to that prescribed in Unit 1AJSL: • productive 出入見高安年前 山川上下中 名食飲買家族 每行大小所 • receptive 左右町 店近外兄姉妹 弟 駅 番.	In addition to that prescribed in Stage 1 JSL: • productive 会 言 話 来 休 少 週 時 分 半 今 先 間 天 方 男 女 元 気 車 思 • receptive 作 読 書 新 長 古 白 黒 赤 青 午 後 東 西 北 南 色 々 料 理 茶 電 自 動 明.	In addition to that prescribed in Stage 1 JSL and unit 2AJSL: • productive 楽 好 心 海 聞 国 物 • receptive 始 終 夜 夕 曜 朝 昼 晚 春 夏 秋 冬 雪 雨 花 風 薬 病 目 口 手 体 耳.	In addition to that prescribed in Stage 1 and Stage 2 JSL: • receptive 教 使 売 着 乘 同 正 多 公 園 道 京 都 室 英 勉 強 部 屋 活 発 仕 事 洗 泊 旅 館.	In addition to that prescribed in Stage 1JSL Stage 2JSL and Unit 3A JSL: • receptive 島 寺 神 社 和 洋 場 帰 様 紙 待.

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Intercultural Understandings	Through these units students have the opportunity to develop knowledge, awareness and understanding of the similarities and differences between their own culture and that of the Japanese world. These intercultural understandings should be relevant to the school determined learning contexts.	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> common behaviours and practices related to interpersonal relationships e.g. greeting conventions, terms of address how social customs impact on the lives of teenagers in Japanese-speaking communities e.g. game centres, cram schools, entrance exams the influence of other languages on Japanese e.g. katakana and abbreviated words culturally appropriate use of language e.g. use of register in different contexts (home, friends, school, work) and respectful language traditional hobbies and interests e.g. けんどう, しょうどう, 	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> etiquette of visitor in Australian and Japanese homes e.g. entering a Japanese home, taking a bath the evolution of kana and pictographic scripts typical features of a Japanese home and neighbourhood e.g. げんかん, たたみ, こたつ, じどうはんばいき etiquette related to food and eating e.g. the use of chopsticks, food habits, lunch-box use of Japanese images to promote the sale of goods e.g. まねきねこ typical daily routines and leisure activities of Japanese and Australian teenagers e.g. visiting a department store, surfing, public transport etiquette 	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> social rituals within the context of hosting a guest e.g. washing dishes under hot running water, greetings when entering and leaving a Japanese home school and friends e.g. politeness conventions, ways of showing affection, respect, turn-taking, gender relationships, friendship groups everyday living, socialising and celebrating e.g. attitudes to money, leisure (ゴールデンウイーク, study and gift giving (おせいば、おとしだま) role of religion and customs in celebrations place of technology in a Japanese home e.g. ウォッシュレット 	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> social traditions and conventions associated with seasons e.g. seasonal food, haiku poems, calligraphy, fashion impact of natural phenomena on Japanese life preferences for leisure activities in Japan and Australia influence of seasonal activities, customs and celebrations on life in Japan social conventions of staying in another country impact of technology on home-stay in Japan and Australia receptive knowledge of honorific language associated with unit description. 	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> issues influencing travel, study and stay in Japan, such as part-time jobs, influence of technology on lifestyles effect of media on travel e.g. advertising, brochures, announcements differences in social geography e.g. housing, neighbourhoods impacting on everyday life e.g. appropriate use of language and behaving receptive knowledge of honorific language associated with unit description. 	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> common social practices and stereotypes associated with Japan and the Japanese speaking communities traditions, beliefs and values influencing modern day living effect of historical events on contemporary lifestyles e.g. attitude towards war and peace effect of media on everyday living in Japan and Australia e.g. game shows, magazines the impact of technology on lives of young people in Australia and Japan contemporary issues relating to youth in Australia and Japan

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		おちゃ • receptive knowledge of honorific language associated with unit description.	<ul style="list-style-type: none"> Japanese natural environment e.g. islands, prefectures, climatic factors and influence on daily life receptive knowledge of honorific language associated with unit description. 	<ul style="list-style-type: none"> receptive knowledge of honorific language associated with unit description. 			<ul style="list-style-type: none"> receptive knowledge of honorific language associated with unit description.
Language learning and communication strategies	Language learning and communication strategies are processes, techniques and skills relevant to: <ul style="list-style-type: none"> supporting learning and the acquisition of language making meaning from texts producing texts engaging in spoken interaction. 	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.