# Japanese – Stage 5 – sample scope and sequence (200 hours)



Contents

[Rationale 2](#_Toc136267128)

[Japanese – Stage 5 – sample scope and sequence for 200-hour elective 3](#_Toc136267129)

[Year 9 3](#_Toc136267130)

[Year 10 12](#_Toc136267131)

[Support and alignment 18](#_Toc136267132)

[Evidence base 21](#_Toc136267133)

## Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards, and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the new curriculum could be implemented. This resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate and personalise curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

## Japanese – Stage 5 – sample scope and sequence for 200-hour elective

### Year 9

Table – Japanese 200-hour scope and sequence (Year 9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **I am what I wear**  **私が好きなふく**  Students discuss clothes and other items, to negotiate a purchase in Japanese.  Students explore fashion in Japan and how fashion is an expression of one’s identity. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe clothing and other items to purchase when shopping. * Join adjectives using てform for いadjectives and でform for なadjectives. * Make suggestions and persuade peers to purchase an item using [adjective]ですね,よくにあいますね, [adjective](だ)と思います. * Compare shopping items, prices and ways of shopping (online or in store) using [A]と[B]とどちらのほうが[adjective]ですか. [A]のほうが[B]より[adjective]です. * Negotiate a purchase in a clothing store. * Understand and express how identity is shown through fashion, such as why students like different colours, styles and clothing stores. | **Part A: Understanding texts (ML5-UND-01)**  Visit Beams fashion website – [Boys film section](https://www.beams.co.jp/special/beamsboy/22aw/)[[1]](#footnote-2) and choose a genre of film from the website. Select 3 items of clothing you are interested in purchasing and respond in English to the following:   * Describe the 3 items including style, colours and sizes available. * What is the price? * Why do you like these items?   **Part B: Interacting (ML5-INT-01)**  With a classmate, discuss the 3 items you have each chosen in Part A, so that you can help each other decide on one item to purchase.  In your discussion[[2]](#footnote-3):   * discuss the colours, styles and prices * give your opinion on the other person’s clothing choices * make a decision on one item of clothing to purchase. |
| Term 2  10 weeks | **Our great town**  **私たちのすばらしいまち**  Students discuss the variety of places/facilities in their town, their location and activities that happen there.  Students compare Japanese and Australian towns, the places/facilities found in each and how the culture of each country is reflected in each context. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Describe the location** of places/facilities in the neighbourhood. * **Discuss activities that someone can do at various places/facilities, using [place]で[activity]ができます.** * **Express and justify opinions** on neighbourhood places/facilities. * Create a text, for example an infographic, to promote a town, neighbourhood or location. | **Creating texts (ML5-CRT-01)**  **Create a digital town for a video game design competition with the theme ‘A great town to live in’– すばらしいまち. Create a pitch about your digital town, including:**   * **a minimum of 5 places/facilities in the town** * **the location of the places/facilities** * **what community members can do at these places/facilities** * **your opinion on how these places/facilities make this town a great town to live in.** |
| Term 3  10 weeks | **Let’s hang out**  **あそびましょう**  Students exchange information about leisure activities, including dates, time phrases and weather.  Students compare popular leisure activities for Australian and Japanese teenagers.  Students discuss their preferences relating to activities.  Students make plans to do an activity with a friend. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Exchange information about leisure activities that peers participate or do not participate in. * Link activities using verbs in the てform. * **Give details about when you and your peers do activities using dates, times and time phrases.** * **Discuss and justify preferences** of activities. * Compare leisure activities popular with Japanese students to those popular with Australian students. * **Make plans** to participate in a leisure activity with someone using ませんか and ましょうか. * **Interact** to share opinions of leisure activities using (だ)と思います. | **Interacting (ML5-INT-01)**  **In pairs, have a conversation[[3]](#footnote-4) about leisure activities, with one student taking the role of a Japanese student and one of an Australian student.**  **In your conversation:**   * **discuss 3 different leisure activities, giving your opinions about them with reasoning** * **make plans to do an activity together, negotiating dates, time, place and weather.** |
| Term 4  10 weeks | **Japanese travels**  **日本のりょこう**  Students access and exchange information about places they have been and would like to visit.  Students discuss activities they have experienced and would like to do in Japan and discuss their preferences.  Students explore the significance of popular sightseeing places related to Japanese culture, history and traditions.  Students make plans to travel around Japan including locations, accommodation and transport. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Ask and respond to questions about past and future travel experiences.** * Use い[adjective]くて, [noun]/な[adjective]で, [verb]てform to join sentences. Use [noun]や[noun]や[noun]など to list things at places. * **Discuss and justify preferences** of locations and activities using past tense of adjectives, verbs and だから. * Express interest using \_\_\_にきょうみがあります. * **Make plans to go on a trip,** referencing accommodation and inclusions, [transport]で[place]に行きます, locations and experiences. * **Access information to compare** prices and experiences at various locations, using [A]のほうが[B]より[adjective]ですand adverbs to qualify meaning. * **Create a text, for example a travel review,** to engage an audience and encourage them to visit selected places in Japan. Use potential form, [place]で[activity]ができます. * Ask and give directions using ～てください. | **Creating texts (ML5-CRT-01**)  You have just returned from one week in Japan. Create 3 posts for an online travel blog[[4]](#footnote-5) to share with Japanese speakers.  Include:   * one post about a full day of sightseeing in a city * one post about a full day of sightseeing in a rural setting * one post about the accommodation you stayed in.   Encourage the audience to consider these as options for a future trip in Japan, by giving recommendations with reasons.  In your blog:   * include a range of activities, transport options to each destination, prices and places to eat that you enjoyed, relevant to each experience, and where they are located * include the accommodation you stayed in and the location, price, inclusions, how to get there and your opinion about it, with reasons * describe what you recommend about each experience, including activities (where relevant), and explain why * reflect on what was special about the experience from a cultural or historical perspective, for example, etiquette or significance to Japanese people when choosing the places, activities and accommodation to include * use blog formatting such as the title of your blog, date of each post, a catchy title for each post, emojis and at least 3 engaging and relevant images with captions. |

### Year 10

Table 2 – Japanese 200-hour scope and sequence (Year 10)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **My lifestyle**  **私のせいかつ**  Students express information about illness and injury, including parts of the body.  Students describe and discuss daily routine, lifestyle and aspects of wellbeing.  Students discuss how different cultures approach lifestyle and healthy living. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Use terms for body parts to describe illness or injury using がいたいんです and parts of the body.** * **Exchange information relating to** daily routine and **lifestyle** (including food, sleep, stress management, exercise, meditation). * **Describe how often and for** how long people do activities using かん. * Give reasons for lifestyle choices. * **Access and compare detailed information** from a range of texts describing people and their lifestyle habits or choices. * **Create a text, for example a blog post, to describe and compare lifestyles.** | **Understanding texts (ML5-UND-01)**  **Listen to a podcast between an interviewer and a Japanese student about their lifestyle, including aspects of health.**  **Reflect on your daily activities and write a journal entry in Japanese:**   * **commenting on 3 of the topics discussed in the podcast** * **comparing your lifestyle to the student in the podcast and give reasons for similarities and/or differences.** |
| Term 2  10 weeks | **The people who influence me**  **私にえいきょうをあたえる人**  **Students describe people’s physical appearance and personality.**  **Students describe why they like someone.**  **Students make comparisons between themselves and others.**  Students discuss past **experiences.**  **Students discuss important influencers for teenagers in Japan and Australia.** | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Describe people** using adjectives for physical appearance and personality. * Provide reasons, using から. * Ask why, using なぜ/どうして. * Reflect on events using the past tense. * **Access and compare information** from a range of texts describing people and their past actions. * **Create text, for example a conversation,** that discusses and justifies connections with people. | **Creating texts (ML5-CRT-01)**  **You have entered a Japanese speech contest for Australian students studying Japanese. The topic is ‘The person who influences me the most’– 私に一番大きいえいきょうをあたえる人. You may choose someone you know personally or a celebrity.**  **Record your 2-minute speech describing that person.**  **Include a description of:**   * **their personality and appearance** * **why you like them, based on past experiences** * **how they are similar or different to you.** |
| Term 3  10 weeks | **Hopes and dreams**  **私のしょうらいのゆめときぼう**  Students describe school subjects, study routine and part-time jobs.  Students describe what they are good at and what they enjoy.  Students discuss what they want to do in the future. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Exchange information, opinions and preferences** about school subjects. * Discuss subjects and study routines using verb ています. * Describe part-time jobs, including where people work, how often and how much they get paid. * **Describe** what people are good/not good at and enjoy/do not enjoy. * Describe future plans. * **Analyse information** to compare and match the abilities and interests of people. * **Create a text, for example a direct message on social media, to** apply for a job. | **Understanding texts (ML5-UND-01)**  **You have seen a job post on social media seeking an English tutor for a Japanese family living in Australia whose young children do not speak English.**  **Respond with a direct message, outlining:**   * **your relevant skills** * **why you would be suitable for the job.**   **Ask questions about:**   * **pay** * **location** * **how many hours you will work per week.** |
| Term 4  10 weeks | **My place in the world**  **せかいの中の私のばしょ**  Students describe activities they do and say when they started them.  Students describe and reflect on important events in their life.  Students discuss the important events in the lives of young Japanese people.  Students discuss how cultural events shape identity. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Exchange information about activities you do, and say when you started them (for example, *I started hockey when I was 5 years old* \_\_\_さいのときに\_\_\_をはじめました). * Describe a favourite or important past event, for example a celebration or family holiday, using past tense of verbs and adjectives. * Reflect on past experiences using い[adjective]かった/な[adjective]だったと思います. * Create a text, for example a journal entry, reflecting on a past experience. | **Interacting (ML5-INT-01)**  **You are on exchange in Japan and having a conversation with your host sister/brother, getting to know each other.**  **In pairs, with one taking on the role of the exchange student and one the role of the host, engage in a conversation**[[5]](#footnote-6) **discussing a photo of a past event in your life that was important to you.**  **In the conversation, each of you will:**   * **describe the event, when and where it occurred and what happened** * **give your opinion about the event** * **ask and respond to questions about the event in the photo.** |

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## Support and alignment

**Resource evaluation and support:** All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained)

**Alignment to the School Excellence Framework:** This resource supports the [School Excellence Framework](https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Standards for Teachers:** This resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 3.2.2.

**Consulted with:** Curriculum and Reform, Inclusive Education and subject matter experts

**NSW syllabus:** Modern Languages K–10 Syllabus

**Syllabus outcomes:** ML5-INT-01, ML5-UND-01, ML5-CRT-01

**Author:** Languages and Culture

**Publisher:** State of NSW, Department of Education

**Resource:** Scope and sequence

**Related resources:** Further resources to support Stage 5 Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning:** Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cDE381106-6539-41BF-857A-C2F79D67C5D0) (staff only).

**Universal Design for Learning:** Support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see [Inclusive practice resources for secondary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/secondary-school).

**Differentiation:** When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning" \l "Differentiation2).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. Teachers can complete the [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) microlearning series to plan for the diversity of student need.
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

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## Evidence base

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NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au/home](https://curriculum.nsw.edu.au/).

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NESA (NSW Education Standards Authority) (2022) ‘[Advice on scope and sequences](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 21 December 2022.

NESA (2022) ‘[Proficient Teacher: Standard descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher)’, The Standards, NESA website, accessed 21 December 2022.

State of New South Wales (Department of Education) (2022) ‘[Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning)’, Refining practice, NSW Department of Education website, accessed 21 December 2022.

Wiliam D (2013) [Assessment: The bridge between teaching and learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning), *Voices from the Middle*, 21(2):15–20, accessed 21 December 2022.

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1. Teacher can provide printed handouts of this website, if preferred, and provide scaffolded support to understand information. [↑](#footnote-ref-2)
2. Students may be given prompt cards or scaffolds to support spontaneous interaction. [↑](#footnote-ref-3)
3. Students may be given prompt cards or scaffolds to support spontaneous interaction. [↑](#footnote-ref-4)
4. Students may be provided with a [scaffold](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-japanese-assessment-planning-scaffold.docx). [↑](#footnote-ref-5)
5. Students may be given prompt cards or scaffolds to support spontaneous interaction. [↑](#footnote-ref-6)