Japanese Continuers Stage 6 – sample scope and sequence

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# 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 curriculum could be implemented. The 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 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 Continuers – sample scope and sequence

This scope and sequence is for the Japanese Continuers Stage 6 course and includes suggested assessment tasks aligned to NESA requirements outlined in [Assessment and reporting in Japanese Continuers Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/japanese-continuers-syllabus/assessment-and-reporting) .

## Year 11

Table 1 – Japanese Continuers Year 11 sample scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Term and duration | Theme, topic, outcomes and learning overview | Skills and language | Assessment |
| Term 1  5 weeks | **Theme: the individual**  **Topic: personal world (personal information)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students introduce themselves and exchange information about themselves and their family and friends, expressing details about name, age, where they live, nationality, birthday, likes and dislikes, physical and personality descriptions and pets.  Students learn about typical family structures in Japan. | * Introduce yourself and others using appropriate register and language for example, はじめまして, どうぞよろしくおねがいします。 * Use counters さい, 日, 月, 人 and ひき to express age, birthday, family members, nationality and pets, for example, 家ぞくは五人です, たん生日は六月二十日です, いぬがにひきいます。 * Understand how to use the て form of the verb and use it to express continuous actions, for example, シドニーにすんでいます and to link within sentences, for example, 私は日本から来てオーストラリアに住んでいます。 * Understand how to use the て form of nouns and adjectives and use it to link within sentences, for example, 父は日本語の先生でアニメが大好きです。 * Use adjectives to describe physical appearance, personality, likes and dislikes, including expressing ‘and’ and ‘but’, for example, 姉はせが高かくてやせています, 父はあたまがいいですがどくしょが好きじゃないです。 * Say what people and things are called, for example, 友だちははな子と言います。 * Explore texts about typical Japanese family structures. * Create texts to share information about yourself (script of a speech/script of an interview).   Kanji: 人, 何, 元, 気, 先, 家, 父, 母, 友, 私, 生, 才, 好, 兄, 姉, 妹, 弟, 住, 族, 高, 大, 小 ,一, 二, 三, 四, 五, 六, 七, 八, 九, 十 | No formal assessment. |
| Term 1  5 weeks | **Theme: the individual**  **Topic: personal world (family and friends)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students exchange information about themselves and their family and friends in more depth, expressing details about occupations and what people are studying, and saying what they do on the weekend.  Students give reasons, state opinions and make comparisons, including using superlatives.  Students explore typical weekend activities of Japanese teenagers and compare and contrast these to their own. | * Discuss occupation of family members and friends, or what they are studying, for example, 父はエンジニアです, 姉は大学生でほうりつをべんきょうしています。 * Exchange information about what you do on the weekend, for example, 日曜日の朝, しゅくだいをしてから友だちにあいます。 * Revise polite forms of adjectives and nouns, including positive and negative mood, present and past tense, then understand how and when to use the plain form of adjectives and nouns, including positive and negative mood, present and past tense, for example, 母はすう学の先生だ, 私はすう学の先生ではない/じゃない, きのう父のたん生日だった, あつい日ではなかった/じゃなかった, おん学が大好きだ, スポーツがとくいではない/じゃない, クラスはしずかだった, か学がすきではなかった/じゃなかった, チョコレートはおいしい, 妹はせが高くない, パーティーはたのしかった, えいがはよくなかった。 * Understand you need to use plain form to express your opinion, using と思います, for example, えりさんはやさしい人だと思います, 母はきれいだと思います, ピーターくんはおもしろいと思います。 * Express reasons using から, for example, 学校はつまらないですから、すきじゃないです。 * Compare people or things, for example, スポーツと料理とどちらのほうが好きですか, 和食より洋食のほうが好きです。 * Express superlatives, for example, 一ばん好きなかもくは日本語です。 * Explore texts about typical weekend activities of Japanese teenagers. * Create texts to share more detailed information about yourself (script of a speech/script of an interview/email).   Kanji: 思, 言, 行, 買, 食, 飲, 校, 曜, 達, 語, 男, 女, 子, 日, 本, 上, 下, 中 | No formal assessment. |
| Term 2  4 weeks | **Theme: the individual**  **Topic: personal world (home and neighbourhood)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students exchange information about their home and neighbourhood, including where things are located and indicating a purpose as to why they go there.  Students express what they want to do.  Students compare and contrast their home and neighbourhood with typical homes and neighbourhoods in Japan. | * Describe your home, for example, using や to link nouns, general counters to express the number of rooms in your house and ～があります to express where things are located, for example, 私のへやにベッドや大きい本だなやつくえやいすがあります, 私の家にへやが八つあります。 * Revise how to use prepositions in Japanese to express where things are located using の前に, の後ろに, のとなりに, のそばに, の近くに, の間に and use them to express where things are located in your neighbourhood, for example, 私の家の近くにこうえんがあります, としょかんは学校のとなりにあります。 * Express geographical location using directions東, 西, 南, 北, for example, シドニーの東のほうに住んでいます。 * Use でしょう/だろうto express uncertainty or that something is probably the case, for example, バスは七時半に来るでしょう, パーティーは八時にはまじまるだろう。 * Indicate your purpose for going to a location using verb base に行きます, for example, 家の近くのレストランに食べに行きます。 * Express what you have using 持っています, for example, 車を持っています, and what/who you will take or bring somewhere, using 持って行きます, 持って来ます, つれて行きます, つれて来ます, for example, パーティーに何を持って行きますか, 花子さんはおいしいケーキを持って来ました, 先生はあしたみんなをえんそくにつれて行く, たかくんはガールフレンドをつれて来る。 * Understand the use of verb base はじめます to describe when you begin to do something, for example, きょ年、家の近くのたいいくかんでヨーガをしはじめました。 * Explore texts about typical homes and neighbourhoods in Japan. * Create texts about your home and where you live (message/note/diary entry/recount).   Kanji: 北, 南, 東, 西, 山, 川, 田, 前, 雪, 雨, 外, 後, 右, 左, 今, 持, 近, 広, 駅, 所, 公, 園, 歩, 町, 天 | **Task 1 – Term 2 Week 2**  **Listening** (20%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  Students from your sister school will be visiting your school in Australia soon. The Japanese school has sent recordings of self-introductions of the students who will be visiting your school and homestaying with families, to match them up with suitable buddies in your class.  Listen to the recordings about each student and answer the questions about them in English.  **Speaking** (10%) – outcomes 1.1, 1.2, 1.3, 1.4  Choose one of the students from the recordings who you think will be a good match for you. (Your teacher will share them with the class so you can listen again). Make a video to send to your chosen student back in Japan. Describe yourself, including details about:   * your age and birthday * where you live * your likes, dislikes and favourite things (for example, school subjects, food) * your family and pets, including comparisons with family members * your opinion about why you think you would be a good match for the student, including reasons why.   You should also include any questions about things you would like to know about your chosen student that were not included in their initial recording. |
| Term 2  6 weeks | **Theme: the individual**  **Topic: daily life (routine)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students exchange information about their daily routine, including before-school activities, what they do at school, what they do after school and evening activities. They also discuss activities they do on the weekend and in the holidays.  Students compare and contrast their daily routines with those of teenagers in Japan. | * Understand how and when to use the plain form of verbs, including positive and negative mood, and present and past tense, for example, のむ, のんだ, のまない, のまなかった, おきる, おきた, おきない, おきなかった * Express what you do before another activity using 前に, for example, 学校に行く前に朝ごはんをたべます。 * Express what you do after another activity using ～てから or 後で, for example, しゅくだいをしてからねます, 学校に着いた後で友達と話します。 * Describe when things happen using 時, for example, 子どもの時サッカーをしました, さむい時セータを着ます, 海に行くサングラスをかけます。 * Express what you want to do using verb baseたい, for example, 学校がおわってから買い物をしたいです。 * Revise times, and then state between which times you do an activity or things occur using。。。から。。。まで, for example, 学校は八時から三時半までです, 春は三月から五月までです。 * Use time phrases and expressions of frequency to express when and how often activities occur, for example, 朝六時におきます, 週まつに買いものをします, 来月日本にいきます, よく としょかんでべんきょうします, ぜんせんスポーツをしません。 * Express how long you do an activity using 間, for example, 毎日三時間しゅくだいをします, 四年間日本語を勉強しています。 * Describe approximate point of time/duration of time/amount using ごろ or ぐらい/くらい, for example, 私の学校に生と六百人ぐらいがいます, 二年間ぐらいピアノをならっています, 四時半ごろ帰ります。 * Discuss what activities you do/different states of being using ～たり～たりします, for example, 週まつに友達と出かけたりアルバイトをしたりします, きのうはあつかったりさむかったりしました。 * Express what you are doing while simultaneously doing something else, using verb base ながら, for example, ばんご飯を作りながらおん学を聞きます。 * Express reasons using plain form ので, for example, 雨がふったのでこうえんに行きませんでした。 * Explore texts about the daily routines of Japanese teenagers. * Create texts about your and Australian students’ daily routine, including what you do/want to do on the weekend and in the holidays (diary entry/email/letter/note/article).   Kanji: 々, 月, 火, 水, 木, 金, 土, 毎, 分, 時, 半, 間, 週, 朝, 午, 話, 来, 出, 入, 見, 帰, 車, 夜, 晩, 待, 昼, 夕 | No formal assessment. |
| Term 3  6 weeks | **Theme: the individual**  **Topic: daily life (school life)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students share information about their life at school, including more details about subjects they study, school rules, after-school activities and part-time jobs.  Students explore school life in Japan and consider the similarities and differences with school life in Australia. | * Understand how to use the negative て form of the verb, for example, しゅくだいをしなくて, メセージを読まなくて, パーティーに行かなくて * Use the negative て form of the verb, and the て form of the verb to express a reason, for example, かばんをわすれてこまりました, かさがなくて雨にぬれました, お金がなくて日本に行けません。 * Describe school rules, including: * what you are allowed to do using ～てもいいです, for example, 学校でけいたいを使ってもいいですか * what you are not allowed to do using ～てはだめです/～はいけません, for example, かみをそめたりアクセサリーをしたりしてはだめです * what you have to do using  ～なければなりません, for example, 生ふくを着なければなりません * what you don’t have to do using ～なくてもいいです, for example, ネクタイをしなくてもいいです. * Express positive commands using the て form of the verb, ～てください and verb base なさい, for example, しずかにして, すわってください, しゅくだいをしなさい。 * Express negative commands using ～ないで or ～ないでください, for example, じゅぎょう中けいたいを使わないで, おべんとうをわすれないでください。 * Describe what things are easy to do using verb base やすいです, and difficult to do using verb baseにくいです, for example, 先生のせつめいは分かりやすいです, このかん字は読みにくいです。 * Share information about your part-time job, for example, 車を買いたいのでスーパーでアルバイトをしています。 * Use relative clauses, for example, 勉強しているかもくの中で、一番好きなかもくは、日本語です, しゅくだいが一番多いかもくはすう学です。 * Share information about the purpose of something using ～ために, for example, 行きたい大学に入るためにいっしょけんめい勉強しています。 * Access information about school life in Japan. * Create texts about school life (article/report/notice).   Kanji: 年, 字, 休, 聞, 書, 読, 知, 物勉, 強, 英 | **Task 2 – Term 3 Week 1**  **Reading** (20%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  Read blog posts about Japanese high school students’ typical daily routines. Answer the questions about the blog posts in English.  **Writing** (10%) – outcomes 2.1, 2.2, 2.3, 4.1  Write your own blog post[[1]](#footnote-2) outlining the typical daily routine of an Australian high school student. Mention what you would like to experience if you were an exchange student in Japan. Ask questions about anything else you want to know about daily routines in Japan after reading the blog posts.  Write 400 *ji* in Japanese. |
| Term 3  4 weeks | **Theme: the individual**  **Topic: leisure (interests, sport and healthy lifestyle)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students express what they do in their leisure time, including what their hobbies are, how long they have been doing them and how often they do them.  Students discuss what they do to keep healthy.  Students express what they are able to do and what they would like to try to do.  Students make arrangements with others.  Students discuss what hobbies and leisure activities are popular with teenagers in Australia and compare this to Japan. | * Exchange information about hobbies by nominalising verbs using verb plain form の/こと, for example, 買い物をするのが好きです, しゅみはおよぐことです。 * Describe what you can and can’t do relating to hobbies and leisure time using: * the potential form ～えます/られます[[2]](#footnote-3), for example, ピアノがひけます, さしみが食べられません * the potential form ～ことができます, for example, 日本語を話すことができます. * Express what you are interested in, using ～きょうみがあります, for example, 日本のれきしにきょうみがあります。 * Describe how long you have been doing an activity, for example, 五さいの時にバレーを始めました, 七年生の時からしゅう字をならっています, 十年間から手をしています。 * Describe how often you do an activity, for example, 毎日バスケットボールぶのれんしゅうに行きます, 週に二かい友達ととしょかんに行って勉強します, よく日本のえいがは見ますが、まんがは全ぜん読みません。 * Compare and contrast what hobbies and leisure activities are popular in Australia and Japan, for example オーストラリアではサーフィンがさかんですが、日本ではあまり人気がないです, やきゅうは日本で人気があります。 * Describe how things appear or seem using そう, for example, けん道はむずかしそうです。 * Understand the use of らしい[[3]](#footnote-4) and みたい[[4]](#footnote-5) to describe how things appear or seem, for example, そのえいがはおもしろくないらしいですね, えみさんはあまりスポーツをしないみたいです。 * Express what you will or would like to try to do using ～てみます and ～てみたいです, for example, おもしろそうですから茶道をしてみます, すしを作ってみたいです。 * Discuss what you do to keep healthy using ように and ために, for example けんこうのために何をしていますか, 毎週三かいジョギングをしています, えいようがある食べ物を食べるようにしています。 * Make arrangements and invite people to do things, for example, 海に行きましょうか, 週まつにいしょにアニメを見よう, 夏休みにキャンプに行ってつりをしませんか, あした日本のレストランに行かない？ * Explore texts about typical hobbies and leisure activities of teenagers in Japan. * Create texts about your hobbies, leisure activities and what you do to keep healthy (article/report/script of an interview).   Kanji: 春, 夏, 秋, 冬, 花, 紙, 電, 多, 少, 作, 体, 心, 洗, 茶 | **Task 3 – Term 3 Week 8**  **Formal examination**  **Speaking** (conversation) (10%) – outcomes 1.1, 1.2, 1.3, 1.4  **Listening** (10%) – outcomes 3.1, 3.2, 3.3, 3.5, 3.6  **Reading and Responding Part A** (5%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  **Reading and Responding Part B** (5%) – outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 3.6  **Writing** (10%) – outcomes 2.1, 2.2, 2.3 |

[Japanese Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/japanese-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009

## Year 12

Table 2 – Japanese Continuers Year 12 sample scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Term and duration | Theme, topic, outcomes and learning overview | Skills and language | Assessment |
| Term 4  4 weeks | **Theme: the individual**  **Topic: leisure (holidays, travel and places of interest in Australia)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students describe what they do in their holidays and where they like to travel, including places of interest in Australia.  Students discuss holiday activities and destinations that are popular with Japanese teenagers. | * Discuss what you have decided to do or what it has been decided you will do, using ～ことにしますand ～ことになります, for example, 休みにアルバイトをすることにしました, 家族と旅行することになった。 * Use 間 to express while, for example, シドニーにいる間にオペラハウスやハーバーブリッジに行きました。 * Understand the use ofうち[[5]](#footnote-6) to express while, for example, 休みのうちに、たくさん旅行したいです。 * Understand the use of ～ば[[6]](#footnote-7) to express if, for example, あした天気がよければバーベキューをしましょう。 * Use ～たら to express if, for example, たくさん雪がふったらスキーをしたいです。 * Express perhaps/what may be the case using かもしれません, for example, 十二月にパースに行くかもしれません。 * Use すぎます to express that something is excessive, for example, きのうは海に行くにはさむすぎました。 * Express ‘even if’ using ても, for example, 高くても、オーストラリアに行ったらグレートバリアリーフに行きます。 * Give and ask for explanations or clarifications using のです/んです, for example, オーストラリアで一番行きたい所は、ケアンズです。ゆうめいだったんです。 * Access information about what holiday activities and destinations are popular with Japanese teenagers. * Create texts about what you do in the holidays and where you like to travel, including places of interest in Australia (email/letter/report/article).   Kanji: 売, 立, 新, 古, 安, 長, 海, 会, 始, 泊, 終, 通, 活, 国 | No formal assessment. |
| Term 4  6 weeks | **Theme: the Japanese-speaking communities**  **Topic: travelling in Japan (transport/directions, tickets/reservations, accommodation, places of interest in Japan)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students discuss travelling in Japan including buying tickets, making reservations and different types of accommodation available.  Students understand and give directions to places in a Japanese city or town.  Students describe places of interest in Japan and share information about activities they would like to do there or activities they have done there.  Students explore the popularity and impact of tourism in Japan. | * Understand adding か to a question word changes it to, for example, ‘someone’, ‘something’, ‘sometime’, ‘somewhere’, and use these in sentences, for example, だれかが新かんせんのきっぷをわすれました, 夏休みにどこかへ行きたいです、いつか日本に行きたい, 何か食べたいです。 * Understand adding も to a question word and using it with the negative form of the verb, noun or adjective changes it to, for example, ‘nobody’, ‘nothing’, ‘never’, ‘nowhere’, and use these in sentences, for example, だれもいません, みせで何も買わなかった, 妹はいつもしゅくだいをしません, ほかにどこも行く所がない。 * Share information about what you have done using ～たことがあります, for example, りょかんに泊まったことがありますか。 * Describe things you only do or that only occur, using だけ or しか, for example, 日本では本州にしか行きませんでした, 日本にいる間におすしとおにぎりだけ食べました。 * Understand the use of のに[[7]](#footnote-8) (‘although/even though’) to express when things go contrary to expectation using, for example, 日本語が話せないのに日本に行かなればならなかった, きのう雨だったのに金かくじを見に行った, すしがあまり好きじゃないのになんどもすし屋に行きました。 * Use appropriate counters まい, 日, 泊 to express the number of bus/train tickets you want to buy and the number of days/nights you will stay at your accommodation in Japan, for example, 京都行きのきっぷを二まいください, 五日間東京にいました, 広島で六泊泊まりたいです。 * Use で to express how you travel/get to a place or how you do something, for example, バスで大さかに行きました, おはしでてんぷらを食べました。 * Link statements or reasons using し, for example, やきとりはおいしいしヘルシーなので大好きです, くらしきはあまりとおくないし, とてもきれいだからよく行きます。 * Report what someone else said or what you have heard, using そうです, for example, れきしがある町だそうです, このまんがの作家はとてもゆう名だそうです, しゅう字はむずかしいそうです。 * Quote what someone else said, using ～と言いました, for example, 友達はけん道はたのしいと言いました。 * Understand, ask for and give directions, for example, 駅へどう行ったらいいですか, この道をまっすぐ行ってこうさてんをわたって左がわにあります。 * Use も to express also, for example, 私も茶道をしてみたいです。 * Express quantities using も to mean ‘as many as’, for example,  ジョンさんは十年も日本に住んでいましたが、日本語があまり話せません。 * Use もto express ‘both’ or ‘neither’, for example, ラーメンもうどんも好きです, この旅かんのしゅく泊には、朝ごはんも晩ごはんもついていません。 * Explore texts about places of interest in Japan and the popularity and impact of tourism on Japan. * Create texts about what activities you would like to do or have done in Japan (email/letter/postcard/notice/recount).   Kanji: 楽, 乗, 文, 方, 京, 都, 道, 寺, 島, 社, 神, 区, 県, 市, 州, 様, 旅 | **Task 1 – Term 4 Week 7**  **Reading** (20%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  You and your friend are planning a trip to a destination in Australia in the holidays after you graduate.  Read 3 reviews from an online travel magazine to 3 different destinations in Australia and answer the questions about them in English.  **Writing** (10%) – outcomes 2.1, 2.2, 2.3  Choose one of the destinations that you would most like to visit, based on the reviews you have read.  Write an email to your friend in which you explain why you have chosen this destination and persuade them to go there with you. You must include the reasons you have chosen this destination based on the content and information provided in the online travel magazine article.  Write 400 *ji* in Japanese. |
| Term 1  5 weeks | **Theme: the Japanese-speaking communities**  **Topic: living in Japan (meeting people/visiting people, shopping/eating and customs/etiquette)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students use appropriate language to order food and buy items in shops, including using relevant counters correctly.  Students explore the customs and etiquette involved with homestaying or being on exchange in Japan and meeting/visiting Japanese people. | * Use counters まい, さつ, 本, はい, こ and general counters to order food in a restaurant and buy items in a shop, for example, このティーシャツを二まいください, 英わじてんを三さつ買いました, コーヒーをもう一ぱい飲みたいです, ビールを一ぽんおねがいします, りんごが三こあります, ラーメンを一つととうどんを二つですね。 * Ask and respond to how much items cost in a restaurant or shop, for example, このスカートはいくらですか, 六千五百円です。 * Understand and use culturally-appropriate language and expressions to interact in restaurants and shops in Japan, for example, いらっしゃいませ, どうぞ, おきまりですか, いただきます, ごちそうさまでした, かしこまりました, おまたせしました, ありがとうございます。 * Use verbs of giving and receiving for example, クリスマスに妹にネックレスをあげました, 友達はプレゼントをくれました, 先生は手作りのすしをくださいました, 十八さいのたん生日にりょうしんに新しい車をもらいました, 友達のお母さんにお年だまをいただきました。 * Use て forms of verbs of giving and receiving to express doing favours, for example, 買ってあげましょうか, えりさんはケーキを作ってくれました, 日本の友達が正しいはつおんを教えてくれました, 友だちに日本から本をおくってくもらいました, 山田さんにかしていただきました。 * Use ～つもりです/～つもりはありません to express what you intend to/don’t intend to do, for example, すもうを見たことがないから、来月見に行くつもりです, Jポップのコンサートに行くつもりはありません。 * Describe how to do something using verb base かた, for example, おはしの使いかたを教えてください。 * Use ～と to express ‘if’, for example, 父は買い物に行くといつも本を買います。 * Use ～たらいい to express that it would be good to do something, for example, どこでおみやげを買ったらいいですか。 * Explore texts about the customs and etiquette involved with homestaying or being on exchange in Japan and meeting/visiting Japanese people. * Create texts to order food and buy items in shops (script of an interview). * Create texts about the experience of homestaying or being on exchange in Japan (article/report/script of a speech/script of an interview).   Kanji: 百, 千, 万, 円, 黒, 青, 自, 赤, 白, 手, 足, 目, 口, 耳, 名, 正, 屋, 教, 地, 漢, 店, 場, 飯, 員 | No formal assessment. |
| Term 1  5 weeks | **Theme: the Japanese-speaking communities**  **Topic: cultural life (traditional culture[[8]](#footnote-9) and contemporary culture[[9]](#footnote-10))**  **Outcomes:**   * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students explore aspects of both traditional and contemporary Japanese culture and compare this to Australian culture/the culture of their background.  Students explore aspects of Japanese culture that have spread to other countries such as music, art, entertainment and sports. | * Understand language structures from previous units such as: * ～つもりです/～つもりはありません * ～そうです * ～と言いました * ～し * ～たことがあります * ～間 * ～てみたいです * making comparisons   to explore aspects of both traditional and contemporary culture, and aspects of Japanese culture that have spread to other countries, for example,   * おもしろそうだから日本で茶道をするつもりです, ふじ山にのぼるつもりはありません * オーストラリアにアニメとまんがはとても人気があるそうです * 先生は日本で日本語をれんしゅうしたほうがいいと言いました * はこねは近いしとてもきれいだそうだから行きたいです * おんせんに入ったことがありますか * 日本にいる間によく神社に行きました * てんぷらが大好きだから作ってみたいです * 東京のほうがシドニーよりにぎやですね. * Explore texts about Japanese cultural life, for example, traditional versus contemporary culture and the popularity of Japanese culture in countries outside Japan.   Kanji: 使, 番, 着, 動, 料, 理 | **Task 2 – Term 1 Week 6**  **Listening** (20%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  A representative from a Japanese student exchange company is visiting your school and giving a speech to your Year 12 Japanese class (in Japanese) about the program, as they are interested in recruiting students to go on exchange next year, as a gap year. The speech will include the opportunities the exchange will provide as well as relevant information about Japanese customs, etiquette, family and school life.  Listen to the speech and answer the questions about the content in English.  **Speaking** (10%) – outcomes 1.1, 1.2, 1.3, 1.4  Imagine you have applied for the exchange program and have been invited for an interview. Your teacher will take the role of the exchange company and interview you. Questions about the following will be included:   * personal and family details * reasons why you would like to go on exchange to Japan * your knowledge and understanding about Japanese culture, etiquette, family and school life.   You will have the opportunity to ask 3 questions of your own about what you would like to know about the exchange program. |
| Term 2  5 weeks | **Theme: the individual**  **Topic: future plans (education, careers and lifestyle)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students discuss significant events in their final year of high school and share information about their immediate and future plans.  Students compare and contrast Japanese and Australian students’ experiences of their final year at school and typical future plans, including travelling and studying overseas. | * Use ～たほうがいいです and ～ないほうがいいです to express what you should and should not do, for example, 父は私が高校をそつぎょうした後で、アルバイトをしたほうがいいと言いました, あぶないから一人で旅行しないほうがいいです。 * Express what you think you would like to do using ～おう/ようと思います, for example, しょう来日本で働きたいと思います。 * Use language structures from previous units such as * ～つもりです * ～たいです * ～たいと思います * ～たらいいです   to express what you want, intend or should do in the future, for example,   * 来年友達と日本に行くつもりです * しょう来何になりたいですか * ジャーナリストになりたいと思います * 日本にりゅう学したらいいと思います. * Describe that you do something completely or finish doing something using ～てしまいます, for example じゅぎょう中にねてしまいました, きっぷを買うのをわすれてしまいました。 * Explore texts about typical final high school events and future plans for Japanese teenagers. * Create texts about high school experiences and future plans (email/letter/script of a speech/script of an interview).   Kanji: 仕, 事, 全, 色, 働, 和 | No formal assessment. |
| Term 2  5 weeks | **Theme: the changing world**  **Topic: the world of work (casual work and careers using Japanese)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students discuss the world of work, including careers that use Japanese and other careers related to Japan.  Students discuss their part-time jobs in more depth, including plans to work whilst studying at university or the types of jobs they plan to do after finishing school. | * Use language structures from previous units such as: * ～ために * ～ことにしました/ことになりました * ～つもりです * ～たいです * ～たら * ～から/ので * ～かもしれません * relative clauses * potential form   to discuss careers that use Japanese, other careers related to Japan, part-time jobs in more depth and the kinds of jobs you plan to do after finishing school, for example,   * べんごしになるために、学校でどんなかもくを勉強したほうがいいと思いますか * ホテルけいえいの学校で勉強することにしました * 日本語が話せるので来年日本の会社で働くことになりました * 高校をそつぎょうしたらすぐ仕事をさがすつもりです * 日本語がうまくなるために、一年間日本にりゅう学したいです * きかいがあったら日本の会社で働きたいです * 大学をそつぎょうした後で旅行したいから、アルバイトをしています * お父さんの仕事で東京にひっこすかもしれません * 家の近くの日本レストランで日本語を話すことができるウェイターをさがしているそうです * 行きたい大学はもうきまっていますか. * Explore texts about careers that require Japanese and other careers related to Japan. * Create texts about part-time jobs in more depth, including plans to work whilst studying at university or the types of jobs you plan to do after finishing school (email/letter/script of an interview//script of a speech). * Create texts about careers that use Japanese and other careers related to Japan (report/article).   Kanji: 明, 化, 室, 空, 洋, 活 | **Task 3 – Term 2 Week 8**  **Speaking** (conversation) (10%) – outcomes 1.1, 1.2, 1.3, 1.4 |
| Term 3  7 weeks | **Theme: the changing world**  **Topic: current issues (technology[[10]](#footnote-11), youth issues[[11]](#footnote-12) and social issues[[12]](#footnote-13))**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students explore current issues in Japan and Australia related to technology, youth issues and social issues. | * Understand language structures from previous units such as: * ～たり～たりします * ～ように * ～てはいけません * ～たほうがいいです/～ないほうがいいです * **～**て forms of verbs of giving and receiving * ～のに * ～ても * ～すぎます * ～おう/ようと思います * linking statements or reasons using し * ～ば/～と * ～らしい * ～のです/～んです * potential form * relative clauses   to explore current issues related to technology, youth issues and social issues, such as:   * mental health * social media * use of AI in society and education * bullying and cyber-bullying * peer pressure * environmental issues * gender roles * globalisation * multiculturalism * job and career-related issues * politics and the economy,   for example:   * 友達と話したり、うん動をしたりすると、ストレスがへります * リラックスできるように、毎日おふろに入ったほうがいいです * AIを使いすぎてはいけません * 友達のい見も大事ですが、自分のい見を大せつにしたほうがいいです * けんこうのためにタバコをすわないほうがいいです * 学校でならった日本語はしょう来の仕事にやくに立つと思います * いっしょうけんめい働いているのに、きゅうりょうがあがりません * 何があっても、ゆめをあきらめてはいけません * ソーシャルメディアの使いすぎは、わかい人達にわるいえいきょうがあるかもしれません * けんこうのために、バランスのよい食事をとろうと思います * グローバリゼーションで、新しい仕事のチャンスがふえましたし、きょうそうもきびしくなりました * 友達に「いいえ」と言わなければ、いやなことをすることになります * 友達と話すと、気分がよくなります * オーストラリアのけいざいがわるくなっているらしいです, AIを使うと、もっとかんたんに仕事ができるらしいです * 学校でいじめがあったんです * だれでもインターネットでしゃしんを見られます * 色々なぶんかをりかいしている人が、多くなっています. * Explore texts about issues in Japan and Australia related to technology, youth issues and social issues. | **Task 4 – Term 3 Week 3**  **Formal examination**  **Listening** (10%) – outcomes 3.1, 3.2, 3.3, 3.5, 3.6  **Reading and Responding A** (5%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  **Reading and Responding B** (5%) – outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 3.6  **Writing** (10%) – outcomes 2.1, 2.2, 2.3  **Note** – formal HSC speaking examination takes place in Term 3. |
| Term 3  3 weeks | **Revision of all topics prior to written HSC examination**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3 | * Complete practice HSC tasks and submit for teacher and peer feedback. * Revise vocabulary and language structures. * Revise features of text types in Japanese. * Discuss and reflect on exam strategies and techniques. | No formal assessment. |

[Japanese Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/japanese-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009

# 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, or to provide feedback, contact the Languages and Culture Curriculum team by emailing languagesnsw@det.nsw.edu.au.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)

**Alignment to the School Excellence Framework:** this resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) 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 Proficient Teacher Standard Descriptors 2.2.2, 3.2.2.

**NSW syllabus:** Japanese Continuers Stage 6 Syllabus

**Syllabus outcomes:** 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3

**Author:** Languages and Culture

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

**Resource:** Japanese Continuers Stage 6 – sample scope and sequence

**Related resources:** further resources to support modern languages Stage 6 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) (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#Differentiation2).
* **Students with disability**. Learning adjustments enable students with disability 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. Examples of differentiated and personalised adjustments are provided on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub). Students may respond to tasks using their preferred mode of communication. 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. For Stage 6, eligible students may apply for [NESA disability provisions](https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions).
* **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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[Japanese Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/japanese-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

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1. Blog post has the features of an article text type. [↑](#footnote-ref-2)
2. Receptive use. [↑](#footnote-ref-3)
3. Receptive use. [↑](#footnote-ref-4)
4. Receptive use. [↑](#footnote-ref-5)
5. Receptive use. [↑](#footnote-ref-6)
6. Receptive use. [↑](#footnote-ref-7)
7. Receptive use. [↑](#footnote-ref-8)
8. Receptive use. [↑](#footnote-ref-9)
9. Receptive use. [↑](#footnote-ref-10)
10. Receptive use. [↑](#footnote-ref-11)
11. Receptive use. [↑](#footnote-ref-12)
12. Receptive use. [↑](#footnote-ref-13)