# Japanese – Stage 4 – sample scope and sequence (100 hours)



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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 new 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 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 4 – sample scope and sequence for the mandatory 100 hours

Table – Japanese 100-hour scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Breaking the ice**  **ともだちになりましょう**  Students exchange information about themselves and greet new people. Students discuss what they have in common and what makes them unique, in order to start developing friendships and connections. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Understand the nature of greetings and introductions, including meeting someone for the first time. * Understand and exchange information about yourself and peers, including name, age, grade, phone number, nationality, likes and dislikes. * Recognise and use a range of relevant *hiragana*, *katakana* and *kanji* and understand the use of each. * Use Japanese script in familiar contexts. | **Part A: Interacting (ML4-INT-01)**  In pairs[[1]](#footnote-2), have a video chat[[2]](#footnote-3) conversation with your new friend in Japan to get to know each other better. In Japanese, introduce yourself, ask each other questions, exchange basic information and discuss your likes and dislikes.  During the conversation, make notes about what your new friend tells you about themselves.  **Part B: Understanding texts (ML4-UND-01)**  Use this information[[3]](#footnote-4) to complete a profile[[4]](#footnote-5) in English of the student you met, to share with your class. Include their name, age, grade, phone number, nationality and something they like and/or dislike. |
| Term 2  10 weeks | **Snack attack**  **スナックアタック**  Students exchange information about foods and drinks and explore cultural aspects in the context of eating at home and dining out in Japan.  Students order items from a menu, give restaurant recommendations and justify their choices. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * **Access and exchange information** **about foods and drinks, such as** taste and price, using いand なadjectives and their negative forms くない/じゃない. * Use present, past and negative tense of verbs たべます/たべました/たべません, のみます/のみません. * **Request and order** from a menu, using culturally-appropriate communication using \_\_\_をください/おねがいします. * **Express opinions** about different menu items, using phrases such as *I think, I like/don’t like, my favourite,* \_\_\_(だ)と思います,すき(な),すきじゃない,いちばんすき(な). * Recognise and use *katakana* for relevant food vocabulary. * Extend use of *hiragana, katakana* and *kanji*. | **Creating texts (ML4-CRT-01)**  Choose a restaurant in your local area and write a short review in Japanese to help Japanese visitors decide if they would like to visit the restaurant. Be sure to comment on the food and drink items available on the menu[[5]](#footnote-6), how the food tastes, prices and give your final recommendation. |
| Term 3  10 weeks | **My circle**  **かぞくとともだち**  Students exchange information about their family, friends and daily activities.  Students express opinions and evaluate information to make choices. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * **Describe the people in your circle, including physical descriptions and personalities.** * **Use counter words for groups of people.** * **Join adjectives using てform for いadjectives and でform for なadjectives.** * **Discuss why people like and dislike** daily activities, using relevant adjectives and using だから. * **Create more complex sentences using** **a range of conjunctions, such as そして, でも, が, それから, そのあとand linking devices. For example, join 2 sentences with で (nouns and なadjectives) and いadjectivesくて.** * **Evaluate information from a range of texts to choose a friend to correspond with.** * Extend use of *hiragana*, *katakana* and *kanji*. | **Part A: Understanding texts (ML4-UND-01)**  You would like to connect with a new friend in Japan. Read the profiles of 3 students provided by your teacher. Make note of the key information for each student, including daily activities, opinions and descriptions. Select the student to whom you are best matched and explain why, in English.  **Part B: Creating texts (ML4-CRT-01)**  In Japanese, write to the student of your choice, demonstrating why you are a good match by outlining information about your own life, the people in it and what you like to do together. |
| Term 4  10 weeks | **Let’s go to a festival**  **まつりにいきましょう**  **Students discuss days, months, seasons, festivals and places where they do/will do/did specific activities.**  **Students make suggestions, with reasons, and negotiate plans to attend an event.** | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * **Exchange information about seasonal activities and festivals**, including when and where they take place and the activities that occur. Use [time]に[activity]を[verb]ます, [place]で[activity]を[verb]ます, [place]にいきます. * Exchange information or ask about past events using the past form of the verb ～ました. * Ask questions about place どこで/どこに and time いつ. * **Use ～ましょう/～ましょうか to suggest activities and だから to give reasons for attending events.** * **Express what people want to do using ～たいです.** * Make plans to attend an event, discussing days and seasons and where activities are taking place. * Extend the use of *hiragana*, *katakana* and *kanji.* | **Part A:** **Understanding texts (ML4-UND-01)**  You are on exchange in Japan. Look at the event timetable[[6]](#footnote-7) for a cultural festival coming up in your town with a brief outline of what is on offer. Complete these tasks:   * Answer questions[[7]](#footnote-8) about the flyer, with reference to the text, in English. * Choose 2 activities to do at the festival and give a reason why you have chosen each one, in Japanese.   **Part B: Interacting (ML4-INT-01)** Have a conversation in pairs[[8]](#footnote-9), in Japanese, about the event. One student takes the role of an Australian exchange student and one takes the role of a Japanese friend. In your conversation, each person presents their 2 choices, including why they are of interest. Then discuss the options and decide on one activity to attend together and when to go.  Include:   * each person’s 2 activity choices and why they are preferred * a negotiation to identify one activity to attend, with reason(s) * a plan to go to the event including location and day * *aizuchi* to keep the conversation flowing. |

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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:** ML4-INT-01, ML4-UND-01, ML4-CRT-01

**Author:** Languages and Culture

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

**Resource:** Scope and sequence

**Related resources:** Further resources to support Stage 4 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) (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 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. As this task assesses interaction, students are encouraged to work in pairs to complete the video chat. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-2)
2. Students could perform live in class, or record their ‘call’ using a platform such as [Flip](https://info.flip.com/). [↑](#footnote-ref-3)
3. Teachers can provide information in Japanese for students without a partner. [↑](#footnote-ref-4)
4. Teachers provide a blank profile for students to complete, so all information is presented. Students complete the task individually. Students may write or voice record their response. [↑](#footnote-ref-5)
5. Teachers provide a restaurant link (with menu) to students, or a sample menu. Support with vocabulary from authentic resources may be provided. [↑](#footnote-ref-6)
6. Teachers source or create their own event timetable. Support with vocabulary from authentic resources may be provided. The flyer may be printed or digital. [↑](#footnote-ref-7)
7. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-8)
8. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/). [↑](#footnote-ref-9)