

Extract from Queensland LOTE Years 4 to 10 Syllabus: Japanese

[Level 3 Statement and Learning Outcomes](#)

[Hai! 4 だい 1 か Syllabus Correlation Grid](#)

[Hai! 4 Topics with related QLD Syllabus Fields](#)

Learning Outcomes: Communication Level 3 Elementary

Level Statement
<ul style="list-style-type: none"> Students engage in tasks that require them to manipulate predictable language in a range of controlled contexts and present language in a variety of simple forms so that oracy and literacy skills are mutually developed. Students interact with peers in well-rehearsed classroom and social scenarios with some options for varying language choices. These contexts are heavily supported by visual and paralinguistic prompts. Students read texts in hiragana, katakana and a limited range of kanji, that are short, marked by simple structures and obvious sequencing with any new vocabulary clearly flagged by illustrations or high predictability from context. Students listen to texts that are simple, highly repetitive, supported by context, and delivered in deliberate, comprehensible chunks. Texts may include explicit references to everyday life in the Japanese culture. Students interact orally using modified formulae for dialogues of several turns and making short presentations. Students write texts based on simple, known speech patterns.

Core Learning Outcomes: Comprehending	Core Learning Outcomes: Composing	Discretionary Learning Outcomes
3.1 Students readily understand and respond to short simple utterances, understand the gist of longer passages containing repetitive language and identify specific information in texts that reflects their own knowledge and experience.	3.4 Students initiate and respond promptly to speech in familiar scenarios assisted by visual or other cues, substitute language items in well-rehearsed patterns to vary questions or statements and follow a model to present a simple story or report.	D3.7 Students use Japanese to meet most routine classroom and procedural needs.
3.2 Students understand the main ideas read in straightforward texts written in hiragana and katakana (using a chart) on familiar topics supported by context clues. They predict the meaning of some unknown language in familiar topics presented in context and can recognise some kanji.	3.5 Students write a few linked sentences in hiragana on familiar topics, using well-rehearsed language to cover basic information and write a simple personal recount or report following a model. Students include familiar words in katakana (occasionally referring to a chart) and a limited range of kanji in their writing.	D3.8 Students read and write up to 25 high frequency words in kanji, including compounds.
3.3 Students recognise some explicit cultural references to learned aspects of the target culture.	3.6 Students use Japanese to describe some culturally specific behaviours and information.	

Note to the Teacher:

This document is intended to assist teachers in planning their syllabus using the *Hai! 4* Japanese course. Teachers may find it a useful reference and guide. It is not intended as prescriptive or as the definitive interpretation of the Queensland Syllabus. Examples taken from だい 1 かの *Hai! 4 Coursebook*, *Workbook* and *Teacher's Resource and Assessment Kit (TRAK)* do not comprise an exhaustive list of examples from *Hai! 4*, but are representative of elements in each Unit.

Queensland Syllabus Correlation Grid: *Hai! 4— Go, go 学校!*

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Sample: *だいいか – Let's go Susono!*

QLD Syllabus Key Learning Area Outcomes: Communication (Level 3 Elementary)	Coursebook Material from <i>だいいか</i> geared to Outcomes	Workbook Material from <i>だいいか</i> geared to Outcomes	Teacher's Resource and Assessment Kit with Audio CD Material from <i>だいいか</i> geared to Outcomes	Language Functions from Queensland Syllabus Sourcebook Guidelines included in <i>だいいか</i>
Outcome 3.1	べんきょうページ pp 1-2 口れんしゅう pp 5-7, 12	pp 2D, 3F	p 3 Tasks A-B 耳	Exchanging Information: <ul style="list-style-type: none"> describing people, places and things – な adjectives describing situations Expressing feelings, opinions and attitudes <ul style="list-style-type: none"> expressing interest or a lack of interest – ああ、そうですか。そうですね。
Outcome 3.2	べんきょうページ pp 1-2 よみれんしゅう pp10-11 しましゅう pp 2, 3	pp 2C, 3E	pp 4-5 Tasks A-B 目	
Outcome 3.3	べんきょうページ pp 1-2 Jake Online pp 8-9	pp 7-8 Jake online		
Outcome 3.4	口れんしゅう pp 5-7, 12		p 8 Task A 口	
Outcome 3.5	口れんしゅう p 12	pp 3E, 4H, 6よみれんしゅう, 8 Jake online, 8K	p 6 Tasks A-B 手	
Outcome 3.6	よみれんしゅう pp 10-11	p 4H		
Outcome D3.7				
Outcome D3.8	かんじ p 3 口れんしゅう p 12	かんじ pp 1A-B, 2C, 6J, 6よみれんしゅう	p 7 Tasks C-D 手	

Hai! 4— Go, go 学校!

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Topics with related Queensland Syllabus Fields

Unit topics	Unit sub-topics	Related Field
だいい1か: <i>Let's go Susono!</i>	A country town A country high school Sunday in the capital Earthquakes and a famous volcano	Personal and community life Leisure and recreation Natural world International world Built World
だいい2か: <i>Count on getting to school!</i>	Numbers from 100 to 1000 Modes of transport The shinkansen	Personal and community life International world Built world
だいい3か: <i>The last time!</i>	The calendar: – months of the year – days of the month Golden Week and other public holidays Birthdays	Personal and community life International world
だいい4か: <i>While we're on the subject ...</i>	The school timetable: – subjects – clubs and other extra-curricular activities Playing favourites The school system	Personal and community life International world Leisure and recreation
だいい5か: <i>From year to year</i>	School year levels A long school day	Personal and community life International world
だいい6か: <i>It's all in the past</i>	Weekend activities A school trip to Osaka, Kyoto and Nara	Personal and community life International world Leisure and recreation Built World