

Extract from Victorian Curriculum and Standards Framework (CSF) II: Japanese

[CSF II Correlation Grid Hai! 3 Chapters 1, 2 and 3](#)

[CSF II Correlation Grid Hai! 3 Chapters 4 and 5](#)

Pathway 2 Level 5A Learning Outcomes

5A.1 Listening

The student is able to: Demonstrate comprehension of facts, descriptions, events, likes and dislikes, contained in 10–12 linked sentences by selecting from alternatives, summarising information and identifying sequence.

This is evident when the student is able to:

- a** identify correct information from alternatives provided
- b** summarise information
- c** identify a sequence of events
- d** identify timing of events (e.g. present/future, past events)
- e** collate key items of information in a different form (e.g. chart/graph)

5A.2 Speaking

The student is able to: Request and provide factual information, and express simple opinions in structured exchanges such as making simple arrangements and shopping.

This is evident when the student is able to:

- a** open and close an exchange appropriately
- b** use appropriate gestures
- c** use expressions such as すみません、わかりません、もう いちどおねがいします or fillers such as ええと、ちょっと to maintain the interaction
- d** adapt models to produce role-plays and oral presentations
- e** provide reasons for preferences and choices using words such as だから
- f** use adjectives to provide detail
- g** use resources to check and extend language (e.g. dictionaries, electronic word bank)

5A.3 Reading

The student is able to: Read *hiragana*, *katakana* and at least 50 *kanji*, and identify gist, factual information (e.g. weather conditions, sequence of events) and non-factual information (e.g. opinions and reasons) in a text of approximately twenty short sentences.

This is evident when the student is able to:

- a** recognise word and phrase boundaries when reading aloud or to self
- b** identify key points of information in factual and imaginative texts (e.g. weather conditions, sequences of events)
- c** understand texts that use gender specific terms in context (e.g. わたし／ぼく、あなた／きみ), and the particle は
- d** identify simple opinions and reasons

5A.4 Writing

The student is able to: Write *hiragana* and *katakana* with all spelling conventions (e.g. small や、ゆ、よ、つ and long vowel sounds), and at least 40 *kanji*, and produce texts of approximately 300 *ji* to convey factual information, sequences, simple opinions, or describe an event or experience.

This is evident when the student is able to:

- a** use *genkoo yooshi* for both vertical and horizontal writing
- b** structure texts to demonstrate an awareness of grammar, including the significance of particles
- c** exchange ideas and information, for example, by writing letters, postcards, email
- d** present information and ideas using relevant text types such as story, brochure, instruction, recipe, email
- e** self-correct language using, for example, dictionaries or an electronic word bank
- f** use correct spelling conventions in *hiragana* and *katakana* (e.g. small や、ゆ、よ、つ and long vowel sounds)
- g** use correct punctuation

Note to the teacher: This document is intended to assist teachers in curriculum planning using the *Hai!* Japanese course. Teachers may find it a useful reference and guide. It is neither intended as prescriptive nor as the definitive interpretation of the CSF II.

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	Topics	Communication tasks	Cultural awareness	Language points	Text types	CSF II Learning Outcomes and Indicators
Chapter 1 All in the family	<ul style="list-style-type: none"> -My family -At home in Japan 	<ul style="list-style-type: none"> -Counting people -Asking how many there are in someone's family -Telling how many are in your family -Telling who is in your family -Introducing your family -Saying what someone is 'into' 	<ul style="list-style-type: none"> -Arriving home in Japan – what to do and say -The <i>genkan</i>, <i>tatami</i> room and <i>kotatsu</i> -Where and when to wear slippers -Another word for 'I' (if you're a boy) 	<ul style="list-style-type: none"> 一人、二人、三人 etc. ごかぞくは何人ですか。 かぞくは～人です。 ちち、はは、あに、etc. ～はよく～ 	<ul style="list-style-type: none"> Cartoon story Sign Table Song Family photo 	<ul style="list-style-type: none"> Listening: a, e Speaking: a, d, g Reading: a, b, c, Writing: b, d, e, f, g
Chapter 2 Whatever you like	<ul style="list-style-type: none"> -Likes and dislikes -My family (extended) -Some special days in Japan -Bath time 	<ul style="list-style-type: none"> -Asking what someone else likes or doesn't like -Saying what someone else likes or doesn't like -Saying what you like and don't like -Asking about someone's family -Describing people 	<ul style="list-style-type: none"> -Some special days in Japan父の日, 母の日, こどもの日 -How to take a bath in Japan 	<ul style="list-style-type: none"> ～が大すぎ、すぎ、まあまあすぎ ～があまり、すぎじゃない お父さん、お母さん etc. 	<ul style="list-style-type: none"> Cartoon story Advertisement Song Card Survey Photograph Crossword 	<ul style="list-style-type: none"> Listening: a, b, e Speaking: a, d, f, g Reading: a, b, c, d Writing: b, e, f, g
Chapter 3 Time out!	<ul style="list-style-type: none"> -More time -<i>Sayounara roomaji</i> 	<ul style="list-style-type: none"> -Telling the time at 5, 15, 25 etc. minutes past the hour -Telling the time at 10, 20, 30 etc. minutes past the hour -Telling the time at 5 or 10 minutes to the hour 	<ul style="list-style-type: none"> -Shop signs in Japan 	<ul style="list-style-type: none"> ～時 5 分、 1 5 分 etc. ～時 1 0 分、 2 0 分 etc. 	<ul style="list-style-type: none"> Signs Song Photograph Crossword 	<ul style="list-style-type: none"> Listening: c, d Speaking: a, d Reading: b Writing: e, f, g

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	Topics	Communication tasks	Cultural awareness	Language points	Text types	CSF II Learning Outcomes and Indicators
Chapter 4 What a day!	<ul style="list-style-type: none"> -Daily routine -Food and drink -Breakfast in Japan 	<ul style="list-style-type: none"> -Talking about daily routines -Asking about daily routines -Asking what time someone does something -Telling what time someone does something -Asking what someone does, eats, drinks, etc. 	<ul style="list-style-type: none"> -Meal times in Japan -Breakfasts in Japan -All about how to use chopsticks -じゃんけん 	<ul style="list-style-type: none"> ～時におきます ～時にねます ～時にうちにかえります そして、～を食べます／のみます Breakfast foods: みそしる、ごはん、さかな etc. 	<ul style="list-style-type: none"> Cartoon story Advertisement Survey Song Photograph 	<ul style="list-style-type: none"> Listening: a, c, d Speaking: a, b, d, g Reading: a, b, c, Writing: b, c, d, e, f, g
Chapter 5 Happy days!	<ul style="list-style-type: none"> -Days of the week -When things are on -Visiting Hakone -Family presentation 	<ul style="list-style-type: none"> -Asking what day of the week it is -Telling what day of the week it is -Asking what day something is on -Telling what day something is on 	<ul style="list-style-type: none"> -A trip to Hakone 	<ul style="list-style-type: none"> きょうは何曜日ですか ～は何曜日ですか。 	<ul style="list-style-type: none"> Diary entry Sign Photo story Presentation (computer or paper) Song Photograph Tourist brochure 	<ul style="list-style-type: none"> Listening: a, d, Speaking: a, d, g Reading: a, b, c, d Writing: b, d, e, f, g