

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

[CSF II Correlation Grid Hai! 4 Chapters 1, 2 and 3](#)

[CSF II Correlation Grid Hai! 4 Chapters 4, 5 and 6](#)

## 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.

# Victorian CSF II Correlation Grid: *Hai!* 4

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	Topics	Communication tasks	Cultural awareness	Language points	Text types	CSF II Learning Outcomes and Indicators
<b>Chapter 1 Let's go Susono!</b>	<ul style="list-style-type: none"> <li>-A country town</li> <li>-A country high school</li> <li>-Sunday in the capital</li> <li>-Earthquakes and a famous volcano</li> </ul>	<ul style="list-style-type: none"> <li>-Saying what you can see from a place</li> <li>-Describing people, places and things</li> <li>-Listening actively using あいづち</li> </ul>	<ul style="list-style-type: none"> <li>-Starting at a Japanese school</li> <li>-Mt Fuji</li> <li>-Earthquakes in Japan</li> <li>-Sunday in Tokyo</li> <li>-Listening actively Japanese style</li> </ul>	From ... ～から な adjectives あいづち: ああそうですか	Signs Photo story Email Song (School) photographs (Personality) quiz Word puzzle	<b>Listening: a</b> <b>Speaking: a, b, c, d, f, g</b> <b>Reading: a, b, c</b> <b>Writing: b, c, d, e, f, g</b>
<b>Chapter 2 Count on getting to school!</b>	<ul style="list-style-type: none"> <li>-Numbers from 100 to 1000</li> <li>-Modes of transport</li> <li>-The shinkansen</li> </ul>	<ul style="list-style-type: none"> <li>-Asking and telling how many teachers and students in the school</li> <li>-Saying how much meals cost</li> <li>-Reading prices from a menu</li> <li>-Asking and telling how to get to school, work or town</li> </ul>	<ul style="list-style-type: none"> <li>-Getting to school in Japan</li> <li>-The shinkansen</li> </ul>	Counting to 1000 Transport 何で行きますか、～で行きます。	Cartoon story Advertisement Article Tongue twister Survey Pie chart Bar graph Song (School) photographs	<b>Listening: a, b, e</b> <b>Speaking: a, b, c, d, g</b> <b>Reading: a, b, c, d</b> <b>Writing: b, d, e, f, g</b>
<b>Chapter 3 The last time!</b>	<ul style="list-style-type: none"> <li>-The calendar:               <ul style="list-style-type: none"> <li>• months of the year</li> <li>• days of the month</li> </ul> </li> <li>-Golden week and other public holidays</li> <li>-Birthdays</li> </ul>	<ul style="list-style-type: none"> <li>-Asking and saying what month it is</li> <li>-Asking and saying what date it is</li> <li>-Asking the date of an event</li> </ul>	<ul style="list-style-type: none"> <li>-Golden Week in Japan and other national holidays</li> </ul>	Months ～月 Days of the month ～日 Dates 何月何日、いつ、～月～日	Signs Song Radio ads (School) photographs	<b>Listening: c, d, e</b> <b>Speaking: a, b, d, g</b> <b>Reading: a, b, c</b> <b>Writing: b, e, f, g</b>

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	Topics	Communication tasks	Cultural awareness	Language points	Text types	CSF II Learning Outcomes and Indicators
<b>Chapter 4</b> <b>While we're on the subject ...</b>	-The school timetable: • subjects • clubs and other extra-curricular activities -Playing favourites -The school system	-Talking about school subjects -Asking and talking about favourite subjects -Introducing people, with extended information -Talking about the school timetable	-Club activities after school -Optional subjects in Japan	Subjects, including favourite いちばん好きなかもくは ~ What period? ~じかんめ	Timetables Introductions (School) photographs Song Email	<b>Listening: a, c, d</b> <b>Speaking: a, b, c, d, f, g</b> <b>Reading: a, b, c, d</b> <b>Writing: b, d, e, f, g</b>
<b>Chapter 5</b> <b>From year to year</b>	-School year levels -A long school day	-Asking and telling what year you are in -Saying what time things go from and till	-Japanese school system -A typical school day	Year levels, eg 中学2年生 Until ~まで From ... till... ~から~まで	Signs Photo story Article Song Presentation (computer or paper) Self introduction (School) photographs	<b>Listening: a, d, e</b> <b>Speaking: a, b, d, g</b> <b>Reading: a, b, c</b> <b>Writing: b, d, e, f, g</b>
<b>Chapter 6</b> <b>It's all in the past</b>	-Weekend activities -A school trip to Osaka, Kyoto and Nara	-Asking and telling where you went -Asking and telling what you did -Saying who you went with -Saying you stayed home	-A school trip in Japan	どこに行きましたか。 ~に行きました。 何をしましたか。 ~をしました。 With someone ~と Alone 一人で Staying home うちにいました。	Photo story Song Oral interview Email (School) photographs Presentation (computer or paper)	<b>Listening: a, d, e</b> <b>Speaking: a, b, c, d, g</b> <b>Reading: a, b, c</b> <b>Writing: b, d, e, f, g</b>