**Area of Learning: SECOND LANGUAGES — Japanese Grade 5**

**BIG IDEAS**

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| Listening and viewing with intent helps us acquire a new language. |  | Both verbal and **non-verbal cues** contribute meaning in language. |  | **Reciprocal** communication is possible using high-frequency words and patterns. |  | We can explore our identity through a new language. |  | **Stories** help us to acquire language. |  | Each culture has traditions and ways of celebrating. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize different scripts and syllabic sounds
* Identify key information in slow, clear speech and other **texts**
* Comprehend stories
* Comprehend high-frequency vocabulary in slow, clear speech and other texts
* Use **language-learning strategies**
* Interpret non-verbal cues to increase understanding
* Respond to simple commands and instructions
* Participate in simple interactions
* **Seek clarification** of meaning
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** **rōmaji**
* Japanese **syllabaries**

common, high-frequency vocabulary, sentence structures, and expressions, including: * + simple **questions** and **descriptions**
	+ **self and others**

basic **commands*** First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Japanese **works of art**
* Japanese communities in Canada
* **common elements** of Japanese **cultural festivals and celebrations**
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**Area of Learning: SECOND LANGUAGES — Japanese Grade 6**

**BIG IDEAS**

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| Listening and viewing with intent helps us understand a message. |  | We can explore our identity through a new language. |  | **Reciprocal** communication is possible using high-frequency words and patterns. |  | **Stories** help us to acquire language and **understand the world** around us. |  | Learning about language from diverse communities helps us develop cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between Japanese characters and sounds, including **intonation, tone of voice**, and meaning
* Identify key information in slow, clear speech and other simple **texts**
* Comprehend stories
* Comprehend high-frequency words and patterns in slow, clear speech and other texts
* Use **language-learning strategies**
* Interpret **non-verbal cues** to increase understanding
* Respond to questions, simple commands, and instructions
* **Exchange ideas** and information, both orally and in writing
* **Seek clarification** of meaning using common statements and questions
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** Japanese **letter patterns**
* Japanese **syllabaries**

common, high-frequency vocabulary, sentence structures, and expressions, including:* + types of **questions**
	+ basic **particle usage**
	+ **descriptions of people**
	+ **hobbies and topics of interest**

common **emotions and states of physical health*** First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Japanese **works of art**
* **indigenous peoples** of Japan
* **cultural aspects** of Japanese communities around the **world**
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**Area of Learning: SECOND LANGUAGES — Japanese Grade 7**

**BIG IDEAS**

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| Listening and viewing with intent helps us understand an increasing variety of messages. |  | We can explore identity and place through increased understanding of a new language. |  | **Reciprocal** interactions help us understand and acquire language. |  | **Stories** help us to acquire language and **understand the world** around us.  |  | Knowing about diverse communities helps us develop cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between Japanese **characters and sounds**
* Comprehend **key information** and supporting details in slow, clear speech and other **texts**
* Comprehend meaning in stories
* Use **language-learning strategies** to increase understanding
* Use pitch, accent, and tone to convey meaning
* Follow instructions to complete a task and respond to questions
* **Exchange ideas** and information, both orally and in writing
* **Seek clarification** of meaning using common statements and questions
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Identify, share, and compare linguistic and cultural information about Japanese communities
* Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** **hiragana and katakana**

common, high-frequency vocabulary, sentence structures, and **expressions**, including**:** * + types of **questions**
	+ **instructions** and **comparisons**
	+ **descriptions of people**

basic particle usage* **common elements of stories**
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Japanese **works of art**
* **cultural aspects** of Japanese communities around the **world**
* **indigenous peoples** of Japan
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**Area of Learning: SECOND LANGUAGES — Japanese Grade 8**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | We can express ourselves and talk about the world around us in a new language. |  | With increased fluency, we can participate actively in **reciprocal** interactions. |  | We can share our experiences and perspectives through **stories**.  |  | **Creative works** are an expression of language and culture. |  | Acquiring a new language and learning about another culture deepens our understanding of our own language and culture. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between Japanese **characters, sounds, and meaning**
* Comprehend **key information** and supporting details in speech and other **texts**
* Comprehend meaning in stories
* Use various **strategies** to increase understanding and produce oral and written language
* **Narrate** stories, both orally and in writing
* **Exchange ideas** and information, both orally and in writing
* **Seek clarification and verify** meaning
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Describe **cultural aspects** of Japanese communities
* Describe **similarities and differences** between their own cultural practices and traditions and those of Japanese communities
* **Engage in experiences** with Japanese people and communities
* Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** **hiragana and katakana**

common, high-frequency vocabulary, sentence structures, and **expressions**, including**:** * + types of **questions**
	+ **time and frequency**
	+ **preferences, emotions, and physical states**

**beliefs and opinions*** past, present, and future **time frames**
* **common elements of stories**
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Japanese **works of art**
* **indigenous peoples** of Japan
* cultural aspects of Japanese communities around the **world**
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**Area of Learning: SECOND LANGUAGES — Japanese Grade 9**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | Acquiring a new language allows us to explore our identity and culture from a new perspective. |  | Conversing about things we care about can motivate our learning of a new language. |  | We can share our experiences and perspectives through **stories**. |  | **Creative works** allow us to experience culture and appreciate cultural diversity. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between Japanese **characters, sounds, and meaning**
* **Derive meaning** from speech and a variety of other **texts**
* Comprehend meaning in stories
* Use various **strategies** to increase understanding and produce oral and written language
* **Narrate** stories, both orally and in writing
* **Exchange ideas** and information, both orally and in writing
* **Seek clarification and verify** meaning
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Recognize the importance of story in personal, family, and community identity
* Describe **similarities and differences** between their own cultural practices and traditions and those of Japanese communities
* **Engage in experiences** with Japanese people and communities
* Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** Japanese writing conventions with **hiragana,** **katakana**, and kanji

Common, high-frequency vocabulary, sentence structures, and **expressions**, including: * + types of questions
	+ descriptions of people, objects, and locations
	+ **sequence of events**

personal interests, needs and opinions* past, present, and future **time frames**
* **elements** **of common texts**
* **common elements of stories**
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Japanese **works of art**
* **indigenous peoples** of Japan
* **cultural practices** in various Japanese communities
* ethics of **cultural appropriation** and plagiarism
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**Area of Learning: SECOND LANGUAGES — Japanese Grade 10**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | **Stories** give us unique ways to understand and reflect on meaning. |  | Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance. |  | **Cultural expression** can take many forms. |  | Acquiring a new language provides a unique opportunity to access and interact with diverse communities. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between Japanese **characters, sounds, and meaning**
* Comprehend key information and supporting details in speech and a variety of other **texts**
* Comprehend meaning and viewpoints in stories
* Use various **strategies** to increase understanding and produce oral and written language
* **Narrate stories**, both orally and in writing
* Interpret **non-verbal cues** to increase understanding
* **Exchange ideas** and information, both orally and in writing
* Share information using the **presentation format** best suited to their own and others’ diverse abilities
* Respond to questions and instructions
* **Seek clarification** **and verify** meaning

Personal and social awareness* Describe regional, cultural, and linguistic practices of Japanese communities and their role in shaping cultural identity
* **Engage in experiences** with Japanese people and communities
* Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize the importance of story in personal, family, and community identity
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** **hiragana and katakana** and an increasing range of kanji

increasingly complex vocabulary, sentence structures, and **expressions**, including:* + types of **questions**
	+ **activities, situations, and events**

opinions* past, present, and future **time frames**
* **elements** **of common texts**
* **common elements of stories**
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Japanese **works of art**
* **indigenous peoples** of Japan
* **cultural practices** in various Japanese communities
* contributions of Japanese Canadians to society
* ethics of **cultural appropriation** and plagiarism
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