

BIG IDEAS

Listening and viewing with intent supports our acquisition of a new language.

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Demonstrate degrees of formality in speech and writing to reflect different purposes • Analyze cultural points of view in texts • Recognize how choice of words affects meaning • Use various strategies to increase understanding and produce oral and written language • Narrate stories, both orally and in writing • Respond personally to a variety of texts • Exchange ideas and information, both orally and in writing • Express themselves with growing fluency, both orally and in writing • Share information using the presentation format best suited to their own and others' diverse abilities 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • an increasing range of kanji • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – complex questions – sequence of events in stories – explanation and justification of opinions – points of view • past, present, and future time frames • language formality and etiquette • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • Japanese works of art • distinguishing features of major Japanese regional dialects • histories and worldviews of the indigenous peoples of Japan • contributions of Japanese Canadians to society • ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of Japanese language and culture • Engage in experiences with Japanese people and communities • Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a cultural lens • Explore opportunities to continue language acquisition beyond graduation • Identify and explore educational and personal/professional opportunities requiring proficiency in Japanese • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	

Big Ideas – Elaborations	SECOND LANGUAGES – Japanese Grade 11
<ul style="list-style-type: none"> • forms of cultural expression: represent the experience of the people from whose culture they are drawn; for example, celebrations customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture) 	

Curricular Competencies – Elaborations

- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **contexts:** e.g., differing in terms of audience, purpose, setting, formality/informality
- **purposes:** e.g., to convince, inform, entertain
- **strategies:** For example:
 - rephrase in Japanese to compensate for unknown expressions
 - make personal notes to use as a reference for oral and written production
 - actively review common, useful expressions and patterns to refine communication
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression.
 - Use multiple time frames.
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Japanese
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **questions:** e.g., ことができますか
- **sequence of events:** using appropriate transition words such as ~てから
- **opinions:** e.g., なぜなら, ~からです
- **time frames:** e.g., ~ました, ~ませんでした
- **language formality and etiquette:** elements of formal and informal speech and writing, such as the distinguishing features of major Japanese dialects (e.g., ほんとう and ほんま), plus other accents, idiomatic expressions, and local slang vocabulary
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **works of art:** e.g., creative works in dance, drama, music, visual arts
- **regional dialects:** e.g., the endings of words, phrases or sentences can change depending on region; some words are unique to certain regions of Japan
- **indigenous peoples:** Ainu and Okinawan peoples
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

BIG IDEAS

Language learning is a lifelong process.	Sharing our feelings, opinions, and beliefs in a new language contributes to our identity.	With increased language proficiency, we can discuss and justify opinions with nuance and clarity.	Exploring diverse forms of cultural expression promotes greater understanding and appreciation of cultures worldwide.	Becoming more proficient in a new language enables us to explore global issues.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Negotiate meaning and perspectives in a wide variety of contexts Locate and explore a variety of Japanese texts Recognize different purposes, degrees of formality, and cultural points of view in a variety of texts Respond personally to a variety of texts Analyze and compare elements of creative works from diverse Japanese communities Recognize how choice of words affects meaning Use various strategies to increase understanding and produce oral and written language Narrate stories, both orally and in writing Exchange ideas and information on a variety of topics, both orally and in writing Express themselves effectively, with fluency and accuracy, both orally and in writing Share information using the presentation format best suited to their own and others' diverse abilities 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> an increasing range of kanji increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> complex questions sequence of events in stories needs and emotions explanation and justification of opinions past, present, and future time frames language formality and etiquette First Peoples perspectives connecting language and culture, including oral histories, identity, and place distinguishing features of major Japanese regional dialects Japanese works of art histories and worldviews of the indigenous peoples of Japan Japanese-related resources and services contributions of Japanese Canadians to society ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and social awareness</p> <ul style="list-style-type: none"> • Recognize the regional and ethnic diversity of Japanese language and culture • Engage in experiences with Japanese people and communities • Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Japanese • Identify and explore opportunities to continue language acquisition beyond graduation • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	

Big Ideas – Elaborations	SECOND LANGUAGES – Japanese Grade 12
<ul style="list-style-type: none"> • forms of cultural expression: represent the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture) 	

Curricular Competencies – Elaborations

- **contexts:** e.g., differing in terms of audience, purpose, setting, formality/informality
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **purposes:** e.g., to convince, inform, entertain
- **Respond personally:** e.g., provide personal interpretations or opinions
- **strategies:** For example:
 - negotiate meaning by using questions in Japanese and other techniques for clarification
 - summarize information in oral, visual, and written forms
 - use dictionaries and other reference materials for clarity of comprehension and expression
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression.
 - Use multiple time frames.
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **fluency and accuracy:** e.g., using the full range of tenses and moods, developing flow, employing precise vocabulary, using appropriate structures
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Japanese
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **questions:** e.g., ことができますか
- **sequence of events:** using appropriate transition words such as そして, それから
- **needs:** e.g., ～がいります
- **emotions:** e.g., うれしい, かなしい
- **explanation and justification of opinions:** e.g., なるほど
- **time frames:** e.g., ～ました, ～ませんでした
- **language formality and etiquette:** elements of formal and informal speech and writing, such as the distinguishing features of major dialects and other accents, idiomatic expressions, and local slang vocabulary
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **regional dialects:** e.g., the endings of words, phrases or sentences can change depending on region; some words are unique to certain regions of Japan
- **works of art:** e.g., creative works in dance, drama, music, visual arts
- **indigenous peoples:** Ainu and Okinawan peoples
- **resources and services:** e.g., magazines, blogs, courses, community centres, newspapers, online resources
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn