

BIG IDEAS

Listening and viewing with intent helps us acquire a new language.

Both verbal and **non-verbal cues** contribute meaning in language.

With basic language skills, we can describe ourselves.

Reciprocal communication is possible using simple, high-frequency words and patterns.

Stories help us make connections to what we have already learned.

Each culture has traditions and ways of celebrating.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Start to recognize different Japanese scripts Recognize the syllabic sounds of Japanese Identify key information in slow, clear speech and other simple texts Comprehend simple stories Comprehend high-frequency vocabulary in slow, clear speech and other simple texts Begin to use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Interpret non-verbal cues to increase understanding Respond appropriately to simple commands and instructions Participate, with support, in simple interactions about everyday situations: <ul style="list-style-type: none"> ask and answer simple questions in context describe themselves and their interests provide simple descriptions respond appropriately to simple commands and instructions Seek clarification of meaning using common statements and questions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> roomaji Japanese syllabaries First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> simple questions simple information about themselves and others likes, dislikes, and preferences and information about identity basic commands simple descriptions common elements of cultural festivals and celebrations location of Japanese communities in Canada Japanese cultural festivals or celebrations

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate basic awareness that there are Japanese communities in Canada • Reflect on personal, shared, or others' experiences of place • Identify basic information about Japanese cultural festivals or celebrations • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Japanese culture 	

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BIG IDEAS

Listening and viewing with intent helps us understand a message.	Using strategies helps us understand and acquire language.	With basic language skills, we can describe important people in our lives.	Reciprocal communication is possible using simple, high-frequency words and patterns.	Stories communicate ideas in a meaningful way.	Learning about language from diverse communities helps us develop cultural awareness.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between Japanese characters and sounds, including the role of intonation and tone of voice, and meaning Begin to recognize and produce the sounds of the Japanese syllabaries Comprehend simple stories Comprehend high-frequency words and patterns in slow, clear speech and other simple texts Identify key information and some details in slow, clear speech and other simple texts Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Interpret non-verbal cues to increase understanding Respond appropriately to questions, simple commands, and instructions Exchange ideas and information using simple complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer simple questions in context describe common emotions describe people, objects, and places state likes and dislikes Seek clarification of meaning using common statements and questions Use visuals or technology to assist in communicating 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Japanese letter patterns Japanese syllabaries First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions description of others hobbies and topics of interest reasons for likes, dislikes, and preferences common emotions and states of physical health cultural aspects of communities basic particle usage Japanese communities around the world Japanese indigenous peoples

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate an awareness of Japanese communities across Canada • Reflect on personal, shared, or others' experiences of place • Recognize that Japan has its own distinct indigenous communities • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Japanese culture 	

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BIG IDEAS

Listening and viewing with intent helps us understand an increasing variety of messages.

Using **strategies** helps us understand and acquire language.

With basic language skills, we can discuss our interests.

Reciprocal interactions are possible even with limited language skills.

Stories allow us to understand ideas in a meaningful way.

Deepening our knowledge of **diverse communities** helps us develop cultural awareness.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between Japanese characters and sounds Comprehend simple key information and supporting details in slow, clear speech and other simple texts Comprehend meaning in simple stories Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Use pitch accent and tone effectively to convey meaning in Japanese Follow instructions to complete a simple task, including responding to questions or asking relevant follow-up questions Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer questions in context describe people in their community and key characters in texts describe locations and give simple directions explain reasons for likes and dislikes make simple comparisons Seek clarification of meaning using a variety of statements and questions Share information using more than one mode of presentation 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> hiragana and katakana First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions simple instructions description of others locations and directions simple comparisons cultural aspects of communities basic particle usage common elements of stories common expressions in Japanese Japanese communities around the world

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate basic awareness of Japanese communities around the world • Identify similarities and differences between cultural aspects of Japanese communities, First Peoples, and other cultural groups in Canada • Identify, share, and compare linguistic and cultural information about Japanese communities • Express and reflect on a variety of experiences of and perspectives on place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Japanese culture 	

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BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition 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 more actively in reciprocal interactions.	Stories allow us to communicate ideas in a meaningful way.	Creative works are an expression of culture.	Acquiring a new language and learning about another culture deepen our understanding of our own language and culture.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between Japanese characters, sounds, and meaning Comprehend key information and supporting details in texts Comprehend meaning in simple stories Use a variety of strategies to increase understanding and produce language <p>Communication</p> <ul style="list-style-type: none"> Narrate simple stories Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer a variety of questions about familiar topics describe people, objects, places, and personal interests compare and contrast basic characteristics of objects and people explain reasons for emotional and physical states express simple beliefs and opinions Seek clarification and provide verification of meaning 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> hiragana and katakana First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, and personal interests comparison and contrast reasons for preferences, emotions, and physical states simple beliefs and opinions cultural aspects of communities past, present, and future time frames common elements of stories common expressions in Japanese cultural aspects of Japanese communities, practices, and traditions similarities and differences between indigenous peoples of Japan and First Peoples of Canada Japanese communities around the world

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Describe cultural aspects of Japanese communities, practices, and traditions • Explore Japanese creative works • Describe similarities and differences between their own cultural practices and traditions and those of Japanese communities • Explore ways to engage in experiences with Japanese-speaking people and communities • Express and reflect on a variety of experiences of and perspectives on place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Japanese culture 	

BIG IDEAS

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

Acquiring another language provides opportunities to explore our own cultural identity from a new perspective.

We can have meaningful conversations in a new language about things that are important to us.

Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.

Creative works allow us to experience culture in an authentic way.

Acquiring a new language and learning about another culture deepens our understanding of our own language and culture and builds community.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between Japanese characters, sounds, and meaning Derive meaning from a variety of texts Use a growing number of strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Narrate stories Participate in short and simple conversations Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and respond to questions on familiar topics describe people, objects, places, and personal interests compare and contrast characteristics of people, objects, places, and personal interests describe sequences of events express opinions on familiar topics describe locations and give simple directions Seek clarification and provide verification of meaning through a variety of strategies 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Japanese writing conventions with hiragana, katakana, and kanji First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place an increasing range of commonly used vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> types of questions descriptions of people, objects, places, and personal interests comparison and contrast sequence of events simple needs and opinions cultural aspects of communities past, present, and future time frames common expressions in Japanese elements of common types of texts common elements of stories similarities and differences between indigenous Japanese and First Peoples communities cultural practices, traditions, and attitudes in various Japanese communities

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Describe cultural and linguistic practices, traditions, and attitudes in various regions of Japan, and describe their role in cultural identity • Recognize the importance of story in personal, family, and community identity • Recognize how Japanese culture is expressed through creative works • Describe similarities and differences between their own cultural practices and traditions and those of Japanese communities in various regions • Engage in experiences with Japanese-speaking people and communities • Express and reflect on a variety of experiences, perspectives, and world views through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Japanese culture 	

BIG IDEAS

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

Acquiring a language can shape our perspective and identity.

Expressing ourselves and engaging in conversation in a new language requires courage, risk taking, and perseverance.

Acquiring a language provides us with new opportunities to appreciate and value **creative works** and cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with **diverse communities**.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between Japanese characters and sounds, including the role of intonation and tone of voice, and meaning Recognize the relationships between Japanese letter patterns and pronunciation Use a growing number of strategies to increase understanding Comprehend high-frequency words and patterns in slow, clear speech and other simple texts Identify key information and some details in slow, clear speech and other simple texts <p>Communication</p> <ul style="list-style-type: none"> Narrate stories, orally and in writing Interpret non-verbal cues to increase understanding Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer simple questions in context describe common emotions and states of physical health describe people and objects give reasons for likes and dislikes share basic information about events use visuals or technology to assist in communicating respond appropriately to questions, simple commands, and instructions Seek clarification of meaning using common statements and question 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> hiragana and katakana and an increasing range of kanji First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place increasing range of commonly used vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> types of questions activities, situations, and events degrees of likes and dislikes hopes, dreams, desires, and ambitions expressing opinions past, present, and future time frames elements of common types of texts common elements of stories common expressions in Japanese contributions of Japanese Canadians to society connections between Japanese and British Columbia's First Peoples communities

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Describe cultural and linguistic practices, traditions, and attitudes in various regions of Japan, and describe their role in cultural identity • Recognize the importance of story in personal, family, and community identity • Recognize how Japanese culture is expressed through creative works • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Identify and share information about Japanese communities in Canada • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Japanese culture 	

BIG IDEAS

Listening and viewing with intent broadens 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.

Experiencing **creative works** promotes an understanding of cultures around the world.

Becoming proficient 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>Language Thinking</p> <ul style="list-style-type: none"> Recognize how choice of words affects meaning Explore and interpret a wide variety of texts Derive and negotiate meaning in a wide variety of contexts Explore multiple meanings in texts Analyze cultural points of view in texts Use strategies to increase understanding Become aware of register in speech and writing to reflect different purposes <p>Communication</p> <ul style="list-style-type: none"> Narrate stories, orally and in writing Engage in meaningful conversations on a variety of topics Respond personally to a variety of texts Express themselves with growing fluency, orally and in writing: <ul style="list-style-type: none"> share personal experiences make predictions about future events express and justify personal opinions on topics of interest compare and contrast points of view and opinions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> increasing range of kanji First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place a range of increasingly complex vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> complex questions sequence of events in stories a diverse range of the personal lifestyles and relationships explanation and justification of opinions comparison and contrast of points of view and opinions past, present, and future time frames register and language etiquette information about distinguishing features of major Japanese regional dialects indigenous Japanese histories and worldviews

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Recognize regional and ethnic diversity of language and culture in Japan • Recognize connections between language and culture • Locate and explore a variety of authentic texts in Japanese • Engage in experiences with Japanese-speaking people and communities • Identify and explore opportunities to continue language acquisition beyond graduation • Identify educational, personal, and career opportunities requiring proficiency in Japanese • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Japanese culture 	

BIG IDEAS

<p>Acquiring a language is a lifelong process.</p>	<p>Sharing our feelings, opinions, and beliefs in a new language contributes to our identity.</p>	<p>With increased language proficiency, we can discuss and justify opinions with nuance and clarity.</p>	<p>Experiencing the creative works of other cultures helps us develop an appreciation of cultures worldwide.</p>	<p>Proficiency in a new language allows us to understand global issues and explore opportunities for careers, travel, personal growth, and study abroad.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> • Derive and negotiate meaning in a wide variety of contexts • Locate and explore a variety of authentic texts in Japanese • Explore and interpret a wide variety of texts • Identify and explain multiple meanings and perspectives in texts • Respond personally to a variety of texts • Use strategies to increase understanding • Recognize different purposes, degrees of formality, and cultural points of view in a variety of texts • Analyze and compare elements of creative works from Japanese and diverse communities <p>Communication</p> <ul style="list-style-type: none"> • Narrate stories, orally and in writing • Engage in conversations on a variety of topics of interest, orally and in writing • Adjust their speech and writing to reflect different purposes and degrees of formality • Express themselves effectively, with fluency and accuracy, orally and in writing: <ul style="list-style-type: none"> – express doubts, wishes, possibilities, and hypotheticals – express and explain needs and emotions – express, support, and defend opinions on a variety of topics of interest – synthesize, evaluate, and respond to the opinions of others 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • an increased range of kanji • First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> – oral histories – identity – place • a range of increasingly complex vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> – a wide range of complex questions – sequence of events in stories – doubts, wishes, possibilities, and hypotheticals – needs and emotions – expression, support, and defence of opinions • multiple forms of past, present, and future time frames • register and language etiquette • distinguishing features of major Japanese regional dialects • resources and services

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 language and culture in Japan • Engage in experiences with Japanese-speaking people and communities • Identify and explore opportunities to continue language acquisition beyond graduation • Identify and explore personal and career opportunities requiring proficiency in Japanese • Express and reflect on a variety of experiences, perspectives, and world views through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Japanese culture 	