

BIG IDEAS

<p>Listening and viewing with intent supports our acquisition and understanding of a new language.</p>	<p>Stories give us unique ways to understand and reflect on meaning.</p>	<p>Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance.</p>	<p>Cultural expression can take many forms.</p>	<p>Acquiring a new language provides a unique opportunity to access and interact with diverse communities.</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>Thinking and communicating</p> <ul style="list-style-type: none"> 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<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 increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **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.
- **Cultural expression:** represents the experience of the people from whose culture it is drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **characters, sounds, and meaning:** Identify and pronounce groupings of letters such as あ (*a*), い (*i*), う (*u*), え (*e*), お (*o*).
- **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).
- **strategies:** For example:
 - integrate new vocabulary into familiar Japanese structures
 - take risks to extend language boundaries
 - use a variety of reference materials
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression.
 - Use past, present, and future time frames.
- **stories:** e.g., introduce simple stories such as *Momotarō* and common story phrases such as ～といいますが, ～とききました
- **non-verbal cues:** Recognize Japanese non-verbal cues for situations (e.g., だめです with arms crossed in front of a person).
- **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
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., わかりません).
- **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
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **hiragana and katakana:** two components of the Japanese writing system which comprise of syllabic kana and indicate specific phonetic lettering
- **expressions:** e.g., しがたがない
- **questions:** e.g., ~てもいいですか
- **activities, situations, and events:** using time and location words such as まいにち学校で日本語をべんきょうします
- **time frames:** e.g., 食べます (*tabemasu*: present tense, future tense), 食べました (*tabemashita*: past tense)
- **elements of common texts:** e.g., format (letter versus email message), language, context, audience (informal versus formal), purpose
- **common elements of stories:** place, characters, setting, plot, problem and resolution
- **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
- **indigenous peoples:** Ainu and Okinawan peoples
- **cultural practices:** e.g., activities, clothing, dance, festivals, food, history, land, music, protocols, rituals, traditions; relating to celebrations, holidays, and events such as 子どもの日, たなばた
- **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