**Area of Learning: SECOND LANGUAGES — Japanese Grade 11**

**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** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * 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 | *Students are expected to know the following:*   * an increasing range of kanji   increasingly complex vocabulary, sentence structures,  and expressions, including:   * + 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 |

**Area of Learning: SECOND LANGUAGES — Japanese Grade 11**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Personal and social awareness   * 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 |  |

**Area of Learning: SECOND LANGUAGES — Japanese Grade 12**

**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. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * 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 oftopics, 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 | *Students are expected to know the following:*   * an increasing range of kanji   increasingly complex vocabulary, sentence structures, and expressions, including:   * + 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 |

**Area of Learning: SECOND LANGUAGES — Japanese Grade 12**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Personal and social awareness   * 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 |  |