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

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

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

**Learning Standards (continued)**

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

**BIG IDEAS**

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| 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**

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| **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
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**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
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