

## BIG IDEAS

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

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

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

We can explore our identity through a new language.

**Stories** help us to acquire language.

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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize different scripts and syllabic sounds</li> <li>Identify key information in slow, clear speech and other <b>texts</b></li> <li>Comprehend stories</li> <li>Comprehend high-frequency vocabulary in slow, clear speech and other texts</li> <li>Use <b>language-learning strategies</b></li> <li>Interpret non-verbal cues to increase understanding</li> <li>Respond to simple commands and instructions</li> <li>Participate in simple interactions</li> <li><b>Seek clarification</b> of meaning</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Consider personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>rōmaji</b></li> <li>Japanese <b>syllabaries</b></li> <li>common, high-frequency vocabulary, sentence structures, and expressions, including:             <ul style="list-style-type: none"> <li>simple <b>questions</b> and <b>descriptions</b></li> <li><b>self and others</b></li> <li>basic <b>commands</b></li> </ul> </li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>Japanese <b>works of art</b></li> <li>Japanese communities in Canada</li> <li><b>common elements</b> of Japanese <b>cultural festivals and celebrations</b></li> </ul>

Big Ideas – Elaborations

- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **Reciprocal:** involving back-and-forth participation
- **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.

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).
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., わかりません [*wakarimasen*]).
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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

- **rōmaji:** Japanese written phonetically using the English alphabet
- **syllabaries:** the syllabic writing systems of Japanese
- **questions:** e.g., どう (*dō*), なに (*nani*), どこ (*doko*), だれ (*dare*)
- **descriptions:** e.g., numbers, colours, sizes
- **self and others** basic expressions used in greetings, salutations, and getting to know others, such as おはようございます (*ohayō gozaimasu*)
- **commands:** e.g., すわって (*suwatte*)
- **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:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **works of art:** e.g., creative works in dance, drama, music, visual arts, with consideration for the ethics of cultural appropriation and plagiarism
- **common elements:** e.g., activities, clothing, dance, decorations, traditions, food, music, parades, sports
- **cultural festivals and celebrations:** e.g., Obon Festival, New Year's Festival, Sakura Blossom Festival, *Shichi-Go-San*

## BIG IDEAS

Listening and viewing with intent helps us understand a message.	We can explore our identity through a new language.	<b>Reciprocal</b> communication is possible using high-frequency words and patterns.	<b>Stories</b> help us to acquire language and <b>understand the world</b> around us.	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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between Japanese characters and sounds, including <b>intonation, tone of voice</b>, and meaning</li> <li>Identify key information in slow, clear speech and other simple <b>texts</b></li> <li>Comprehend stories</li> <li>Comprehend high-frequency words and patterns in slow, clear speech and other texts</li> <li>Use <b>language-learning strategies</b></li> <li>Interpret <b>non-verbal cues</b> to increase understanding</li> <li>Respond to questions, simple commands, and instructions</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li><b>Seek clarification</b> of meaning using common statements and questions</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Consider personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Japanese <b>letter patterns</b></li> <li>Japanese <b>syllabaries</b></li> <li>common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>types of <b>questions</b></li> <li>basic <b>particle usage</b></li> <li><b>descriptions of people</b></li> <li><b>hobbies and topics of interest</b></li> <li>common <b>emotions and states of physical health</b></li> </ul> </li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>Japanese <b>works of art</b></li> <li><b>indigenous peoples</b> of Japan</li> <li><b>cultural aspects</b> of Japanese communities around the <b>world</b></li> </ul>

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **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.
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity

Curricular Competencies – Elaborations

- **intonation, tone of voice:** For example:
  - differentiate between a statement and a question
  - recognize the emotion of the speaker and how it relates to his or her message
- **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).
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., わかりません [*wakarimasen*]).
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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

- **letter patterns:** e.g., small つ (*tsu*), きて ( *kitte*)
- **syllabaries:** the syllabic writing systems of Japanese
- **questions:** e.g., いくつか (*itsu desu ka?*)
- **particle usage:** e.g., は (*wa*), が (*ga*)
- **descriptions of people:** e.g., hair colour, physical attributes, likes and dislikes
- **hobbies and topics of interest:** e.g., ぼく・わたしは～をします (*boku/watashi wa ~ o shimasu*)
- **emotions and states of physical health:** e.g., おいしい (*oishii*)
- **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:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **works of art:** e.g., creative works in dance, drama, music, visual arts, with consideration for the ethics of cultural appropriation and plagiarism
- **indigenous peoples:** Ainu and Okinawan peoples
- **cultural aspects:** e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals
- **world:** e.g., Japan, United States, Australia, Canada, Brazil, Peru

## BIG IDEAS

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

We can explore identity and place through increased understanding of a new language.

**Reciprocal** interactions help us understand and acquire language.

**Stories** help us to acquire language and **understand the world** around us.

Knowing about 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between Japanese <b>characters and sounds</b></li> <li>Comprehend <b>key information</b> and supporting details in slow, clear speech and other <b>texts</b></li> <li>Comprehend meaning in stories</li> <li>Use <b>language-learning strategies</b> to increase understanding</li> <li>Use pitch, accent, and tone to convey meaning</li> <li>Follow instructions to complete a task and respond to questions</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li><b>Seek clarification</b> of meaning using common statements and questions</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Identify, share, and compare linguistic and cultural information about Japanese communities</li> <li>Examine personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>hiragana and katakana</b></li> <li>common, high-frequency vocabulary, sentence structures, and <b>expressions</b>, including: <ul style="list-style-type: none"> <li>types of <b>questions</b></li> <li><b>instructions</b> and <b>comparisons</b></li> <li><b>descriptions of people</b></li> <li>basic particle usage</li> </ul> </li> <li><b>common elements of stories</b></li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>Japanese <b>works of art</b></li> <li><b>cultural aspects</b> of Japanese communities around the <b>world</b></li> <li><b>indigenous peoples</b> of Japan</li> </ul>

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **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.
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity

Curricular Competencies – Elaborations

- **characters and sounds:** Japanese has an open-syllable sound structure with five vowels (*a, i, u, e, o*).
- **key information:** answers to questions such as *だれ (dare)*, *なに (nani)*, *どこ (doko)*, *いつ (itsu)*
- **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).
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., *わかりません [wakarimasen]*, *もういちどおねがいします [mō ichido onegaishimasu]*).
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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., everyday observations about weather, food, clothing, daily activities
- **questions:** e.g., *なにがすきですか (nani ga suki desu ka)*
- **instructions:** classroom directions such as *きいて (kiite)*, *たつて (tatte)*
- **comparisons:** e.g., using opposites such as *たかい (takai)*, *ひくい (hikui)*
- **descriptions of people:** e.g., hair colour, physical attributes, likes and dislikes
- **common elements of stories:** e.g., 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, with consideration for the ethics of cultural appropriation and plagiarism
- **cultural aspects:** activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals
- **world:** e.g., Japan, United States, Australia, Canada, Brazil, Peru
- **indigenous peoples:** Ainu and Okinawan peoples

## BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding 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 actively in **reciprocal** interactions.

We can share our experiences and perspectives through **stories**.

**Creative works** are an expression of language and culture.

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

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between Japanese <b>characters, sounds, and meaning</b></li> <li>Comprehend <b>key information</b> and supporting details in speech and other <b>texts</b></li> <li>Comprehend meaning in stories</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Narrate</b> stories, both orally and in writing</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li><b>Seek clarification and verify</b> meaning</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Describe <b>cultural aspects</b> of Japanese communities</li> <li>Describe <b>similarities and differences</b> between their own cultural practices and traditions and those of Japanese communities</li> <li><b>Engage in experiences</b> with Japanese people and communities</li> <li>Examine personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>hiragana and katakana</b></li> <li>common, high-frequency vocabulary, sentence structures, and <b>expressions</b>, including:             <ul style="list-style-type: none"> <li>types of <b>questions</b></li> <li><b>time and frequency</b></li> <li><b>preferences, emotions, and physical states</b></li> <li><b>beliefs and opinions</b></li> </ul> </li> <li>past, present, and future <b>time frames</b></li> <li><b>common elements of stories</b></li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>Japanese <b>works of art</b></li> <li><b>indigenous peoples</b> of Japan</li> <li>cultural aspects of Japanese communities around the <b>world</b></li> </ul>

Big Ideas – Elaborations

- **reciprocal:** involving back-and-forth participation
- **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.
- **Creative works:** represent the experience of the people from whose culture they are 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*), and お (*o*)
- **key information:** answers to questions such as だれ (*dare*), なに (*nani*), どこ (*doko*), いつ (*itsu*), なぜ (*naze*)
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **strategies:** e.g., language-learning strategies such as interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use past, present, and future time frames.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural aspects:** e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals
- **similarities and differences:** e.g., compare the purpose of activities, celebrations, customs, holidays, practices, and traditions
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, 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., everyday observations about weather, food, clothing, daily activities
- **questions:** e.g., おなまえはなんですか (*onamae wa nan desu ka*)
- **time and frequency:** e.g., きょう (*kyō*)
- **preferences, emotions, and physical states:** e.g., のほうが (*no hō ga*)
- **beliefs and opinions:** e.g., とおもいます (*to omoimasu*)
- **time frames:** e.g., 食べます (*tabemasu*: present tense, future tense), 食べました (*tabemashita*: past tense)
- **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, with consideration for the ethics of cultural appropriation and plagiarism
- **indigenous peoples:** Ainu and Okinawan peoples
- **world:** e.g., Japan, United States, Australia, Canada, Brazil, Peru

## BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.	Acquiring a new language allows us to explore our identity and culture from a new perspective.	Conversing about things we care about can motivate our learning of a new language.	We can share our experiences and perspectives through <b>stories</b> .	<b>Creative works</b> allow us to experience culture and appreciate cultural diversity.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between Japanese <b>characters, sounds, and meaning</b></li> <li><b>Derive meaning</b> from speech and a variety of other <b>texts</b></li> <li>Comprehend meaning in stories</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Narrate</b> stories, both orally and in writing</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li><b>Seek clarification and verify</b> meaning</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of story in personal, family, and community identity</li> <li>Describe <b>similarities and differences</b> between their own cultural practices and traditions and those of Japanese communities</li> <li><b>Engage in experiences</b> with Japanese people and communities</li> <li>Examine personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Japanese writing conventions with <b>hiragana, katakana</b>, and kanji</li> <li>Common, high-frequency vocabulary, sentence structures, and <b>expressions</b>, including: <ul style="list-style-type: none"> <li>types of questions</li> <li>descriptions of people, objects, and locations</li> <li><b>sequence of events</b></li> <li>personal interests, needs and opinions</li> </ul> </li> <li>past, present, and future <b>time frames</b></li> <li><b>elements of common texts</b></li> <li><b>common elements of stories</b></li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>Japanese <b>works of art</b></li> <li><b>indigenous peoples</b> of Japan</li> <li><b>cultural practices</b> in various Japanese communities</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

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.
- **Creative works:** represent the experience of the people from whose culture they are 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*).
- **Derive meaning:** Understand key information, supporting details, time, and place.
- **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:** e.g., language-learning strategies such as interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use past, present, and future time frames.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **similarities and differences:** e.g., compare the purpose of activities, celebrations, customs, holidays, and traditions
- **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, katakana:** two components of the Japanese writing system which comprise of syllabic kana and indicate specific phonetic lettering
- **expressions:** e.g., だめです
- **sequence of events:** e.g., つぎ, また
- **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

## BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.	<b>Stories</b> give us unique ways to understand and reflect on meaning.	Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance.	<b>Cultural expression</b> can take many forms.	Acquiring a new language provides a unique opportunity to access and interact with diverse communities.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between Japanese <b>characters, sounds, and meaning</b></li> <li>Comprehend key information and supporting details in speech and a variety of other <b>texts</b></li> <li>Comprehend meaning and viewpoints in stories</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Narrate stories</b>, both orally and in writing</li> <li>Interpret <b>non-verbal cues</b> to increase understanding</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> <li>Respond to questions and instructions</li> <li><b>Seek clarification and verify</b> meaning</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Describe regional, cultural, and linguistic practices of Japanese communities and their role in shaping cultural identity</li> <li><b>Engage in experiences</b> with Japanese people and communities</li> <li>Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize the importance of story in personal, family, and community identity</li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>hiragana and katakana</b> and an increasing range of kanji</li> <li>increasingly complex vocabulary, sentence structures, and <b>expressions</b>, including: <ul style="list-style-type: none"> <li>types of <b>questions</b></li> <li><b>activities, situations, and events</b></li> <li>opinions</li> </ul> </li> <li>past, present, and future <b>time frames</b></li> <li><b>elements of common texts</b></li> <li><b>common elements of stories</b></li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>Japanese <b>works of art</b></li> <li><b>indigenous peoples</b> of Japan</li> <li><b>cultural practices</b> in various Japanese communities</li> <li>contributions of Japanese Canadians to society</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>



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