

JAPANESE – INTRODUCTORY 11

Description

Japanese Introductory 11 has been developed to offer an opportunity for students who did not begin Japanese in the elementary grades to enter Japanese at the secondary level. Japanese Introductory 11 is an intensive course, designed to cover essential learning standards from Grades 5 to 10 in an accelerated time frame in order to prepare students for Japanese 11. It should be noted that this course does not replace the richness of the regular Japanese 5-10 curriculum.

It is assumed that students would have limited to no background in Japanese prior to enrolment. However, as contexts vary, districts may use their discretion with regard to admission criteria for this course. Enrolment in Japanese Introductory 11 is not limited to Grade 11 students, and there are no prerequisites for this course.

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.	Stories help us acquire language and understand the world around us.	Expressing ourselves in a new language requires courage, risk taking, and perseverance.	Exploring diverse forms of cultural expression allows us to experience and appreciate 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>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Japanese characters and sounds, intonation, tone of voice, and meaning Comprehend key information and supporting details in speech and other texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Engage in experiences with Japanese people and communities Consider personal, shared, or others' experiences, perspectives, and worldviews through a cultural lens 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"> Japanese writing conventions with rōmaji, hiragana and katakana, and kanji common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> greetings comparisons descriptions of people, objects, and locations personal interests, opinions, and beliefs simple instructions types of questions past, present, and future time frames elements of common texts and stories indigenous peoples of Japan First Peoples perspectives connecting language and culture, including oral histories, identity, and place Japanese works of art cultural practices in Japanese communities 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.
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** represent the experience of the people from whose culture they are drawn; for example, ceremonies, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

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
- **key information:** e.g., *だれ (dare: who)*, *なに (nani: what)*, *どこ (doko: where)*, *いつ (itsu: when)*, *なぜ (naze: why)*
- **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
- **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
- **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

- **rōmaji:** Japanese written phonetically using the English alphabet
- **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
- **greetings:** basic expressions used in greetings, salutations, and getting to know others, such as おはようございます (*ohayō gozaimasu*)
- **comparisons:** e.g., おなじ, ちがいます
- **opinions, and beliefs:** e.g., とおもいます (*to omoimasu*)
- **instructions:** e.g., classroom directions such as きいて [*kiite*], たって [*tatte*]
- **questions:** e.g., ~でもいいですか
- **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
- **indigenous peoples:** Ainu and Okinawan peoples
- **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
- **cultural practices:** relating to celebrations, holidays, and events such as こどものひ, 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