
JAPANESE LANGUAGE AND CULTURE

10-6Y, 20-6Y, 30-6Y

This program of studies is intended for students who began their study of Japanese language and culture in Grade 7. It constitutes the last three years of the Japanese Language and Culture Six-year (6Y) Program. The Japanese Language and Culture Six-year Program, Grades 7–8–9, constitutes the first three years of the six-year program.

INTRODUCTION

In today's complex and changing world, education not only benefits society, but it develops every person's abilities and helps each person to fulfill his or her individual aspirations.

The provincial government has provided a vision for the future of education in Alberta wherein students receive the challenge, curriculum, resources and leadership required to step confidently into an interactive and interdependent world. The goal is to help each student reach his or her potential. Each will be offered the tools to define and develop a productive and useful role in society—tools such as critical thinking, creativity and insight to learn about oneself as one learns about others. The required knowledge, skills and attitudes are derived from a broad-based curriculum that has its roots in the multicultural nature of our province, our country and our world.

One of the vehicles to achieving such an aim is language education. Multilingual abilities enrich our cultural and intellectual lives and help us to appreciate the world's exciting diversity. The doors to social, cultural and economic life, and the doors to education itself, open only with the key of language.

There is significant evidence to suggest that learning another language contributes to the development of increased grammatical abilities in the first language and enhances cognitive functioning. Learning another language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence. In general, students who acquire other languages have an enhanced academic and economic potential.

The study of Japanese greatly contributes to the potential of students to achieve success in their futures. It provides an opportunity for students to learn about and build bridges with a unique and influential culture. For students who already have some knowledge of Japanese, there is the opportunity to maintain and develop literacy in the language. For students with a family connection to the culture there is the opportunity to renew contact with their heritage language and culture.

Many students enroll in the Japanese program for the love of learning about the Japanese language and culture. This study contributes significantly to several aspects of personal development. Once they begin to learn the language, many students

become lifelong learners of Japanese; and this, in turn, may provide the basis and motivation for learning other languages.

To learn Japanese as an additional language is to embark on a profound experience of cross-cultural exploration. This program of studies promotes intercultural communication and intercultural understanding, through students' learning about a culture that may be distinctly different from their own. Students find learning Japanese to be challenging yet fun. They are often fascinated by the opportunity to learn about elements of contemporary Japanese popular culture, such as anime.

The ability to speak Japanese gives students a competitive edge in today's global marketplace and workplace. It improves the potential for career opportunities in Canada, Japan and other parts of the world in a variety of fields, such as marketing, tourism, teaching and information technology. Learning Japanese also provides students with the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada, and it provides students with the foundation that will allow them to consider opportunities for further studies in Japan.

Japanese, spoken by over 125 million people in the world, is one of the world's 10 principal languages; and Japan, with its long and evolving cultural history, is the repository of a wealth of tradition in the arts, history, religion, sports and other cultural areas. Japan is a leader in many fields, including science, technology and medicine; it plays an important role as a world economic leader; and its culture continues to have significant impact far beyond its borders.

Interactions and partnerships between Alberta and Japan have a long history of importance in many aspects of Alberta's economy. Alberta's ties with Japan continue to be very strong. Japan is one of Alberta's top trading partners, and Alberta is a popular destination for Japanese tourists.

Partnerships with Japan are also very important in the education of Alberta's students. A large number of Alberta's students and schools are involved in exchanges and twinning programs with Japan, which enhance their language and cultural learning. The success of these programs has made important contributions to enhancing the language skills and cultural/intercultural development of Alberta's students.

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning another language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Japanese.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on Japanese culture.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension

to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

Lexical Fields

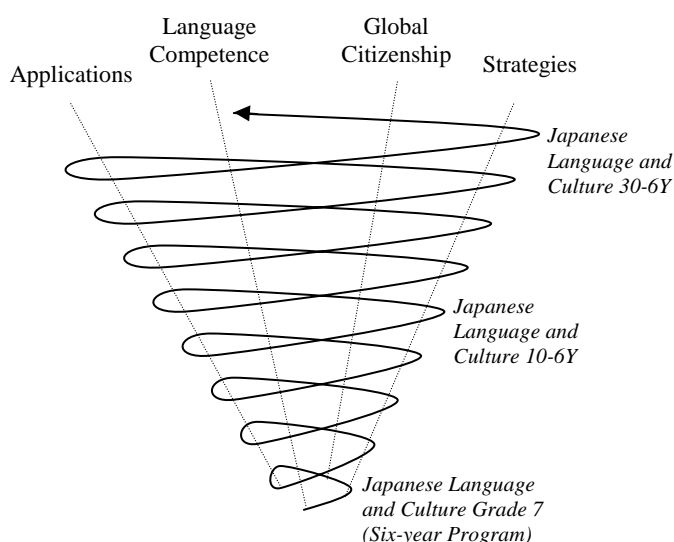
In Japanese Language and Culture 10-6Y, 20-6Y and 30-6Y, students will be able to use words and expressions in a range of lexical fields, including:

Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<ul style="list-style-type: none"> • holidays, celebrations and traditions • entertainment • communications • arts and literature • world of work • any other lexical fields that meet their needs and interests 	<ul style="list-style-type: none"> • social relationships • leisure activities • customs and manners • healthy living • any other lexical fields that meet their needs and interests 	<ul style="list-style-type: none"> • future plans • environmental awareness • trade and tourism • any other lexical fields that meet their needs and interests

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an

expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined on the preceding pages.

Applications [A]

- Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]

- Students will use Japanese **effectively** and **competently**.

Global Citizenship [GC]

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]

- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular course will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications



Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

- A-1 to impart and receive information
- A-2 to express feelings and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to extend their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Japanese **effectively** and **competently**.

- LC-1 attend to form
- LC-2 interpret texts
- LC-3 produce texts
- LC-4 interact
- LC-5 apply knowledge of the sociolinguistic/sociocultural context
- LC-6 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC-1 historical and contemporary elements of Japanese culture
- GC-2 affirming diversity
- GC-3 personal growth and career opportunities

Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S-1 language learning
- S-2 language use
- S-3 general learning

Guide to Reading the Program of Studies

General Outcome for Language Competence
 Students will use Japanese **effectively and competently.**

cluster heading
for specific
outcomes

LC-3 produce texts

**Japanese Language
and Culture 10-6Y**

**Japanese Language
and Culture 20-6Y**

**Japanese Language
and Culture 30-6Y**

Students will be able to:

LC-3.1 speaking	a. produce short oral texts on familiar topics in guided and unguided situations	a. produce a variety of short oral texts on familiar topics in guided and unguided situations	a. produce short oral texts on unfamiliar topics in guided situations
LC-3.2 writing	a. produce short, simple written texts on familiar topics in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations	a. produce short written texts on unfamiliar topics in guided situations
LC-3.3 representing	a. express meaning through the use of multiple visual and other elements in a variety of media, in guided situations	a. express meaning through the use of multiple visual and other elements in a variety of media, in guided and unguided situations	a. explore a variety of ways that meaning can be expressed through the visual and other elements of a variety of media, in guided situations

read each page vertically for outcomes expected at
the end of each course

strand headings for
specific outcomes

specific outcome statements for each course

read each page horizontally for developmental flow of outcomes
from course to course



Applications

to express feelings and
personal perspectives

to impart and
receive information

to get things done

**Students will use Japanese in a variety of
situations and for a variety of purposes.**

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their knowledge
of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from course to course. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn Japanese.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each course. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information

Japanese Language and Culture 10-6Y

Japanese Language and Culture 20-6Y

Japanese Language and Culture 30-6Y

Students will be able to:

A-1.1 share factual information	a. provide information on several aspects of a topic; e.g., give a simple report	a. share facts about events that took place in the past or that may take place in the future	a. share detailed information on a specific topic; e.g., create a report or biography
	b. understand and use definitions, comparisons and examples		

A-2 to express feelings and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, feelings, opinions, preferences	a. inquire about and express agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, and interest and lack of interest	a. inquire about and express probability and certainty	a. express opinions
	b. express feelings appropriately in a variety of familiar contexts	b. express feelings in formal situations	b. support their own opinions c. express feelings appropriately in familiar formal and informal situations

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
A-3.1 guide actions of others	a. make and respond to suggestions, in a variety of situations b. give and follow a simple sequence of instructions in a variety of situations	a. make and respond to advice in a variety of situations	a. give and respond to warnings in a variety of situations
A-3.2 state personal actions	a. state personal actions in the past b. make a simple promise, and express intention c. make an offer to do something	a. accept or decline an offer or invitation, with explanations	a. express possibility in relation to their own actions
A-3.3 manage group actions	a. express appreciation, enthusiasm, support and respect for contributions of others b. suggest, initiate or direct action in group activities	a. take on a leadership role in small-group projects	a. elaborate on and clarify another member's contribution

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. exchange greetings and farewells in formal situations b. initiate and participate in casual exchanges with classmates c. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages d. give an excuse	a. give and respond to compliments b. take leave politely c. offer and respond to congratulations	a. express sympathy or regret
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General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
A-5.1 discover and explore	<ul style="list-style-type: none"> a. ask questions to gain knowledge and clarify understanding b. explore meaning in a variety of ways; e.g., drawing a concept map, brainstorming, webbing 	<ul style="list-style-type: none"> a. explore and express the meaning of what they are doing 	<ul style="list-style-type: none"> a. explore connections among and gain new insights into familiar topics; e.g., brainstorming, interviewing, surveys, KWL strategy
A-5.2 gather and organize information	<ul style="list-style-type: none"> a. gather information from a variety of sources; e.g., print, human, multimedia b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams and story maps 	<ul style="list-style-type: none"> a. gather information, using a prepared format; e.g., interview people, using prepared questions 	<ul style="list-style-type: none"> a. identify key ideas b. summarize the information gathered c. retell gathered information in their own words
A-5.3 solve problems	<ul style="list-style-type: none"> a. describe and examine a problem b. propose solutions c. evaluate alternative solutions to a problem 	<ul style="list-style-type: none"> a. use information collected from various sources to solve problems 	<ul style="list-style-type: none"> a. participate in and evaluate the effectiveness of problem-solving processes
A-5.4 explore opinions and values	<ul style="list-style-type: none"> a. explore how values influence behaviour b. provide reasons for their opinions 	<ul style="list-style-type: none"> a. distinguish fact from opinion 	<ul style="list-style-type: none"> a. understand the concept of stereotype, and recognize stereotyping in a variety of situations

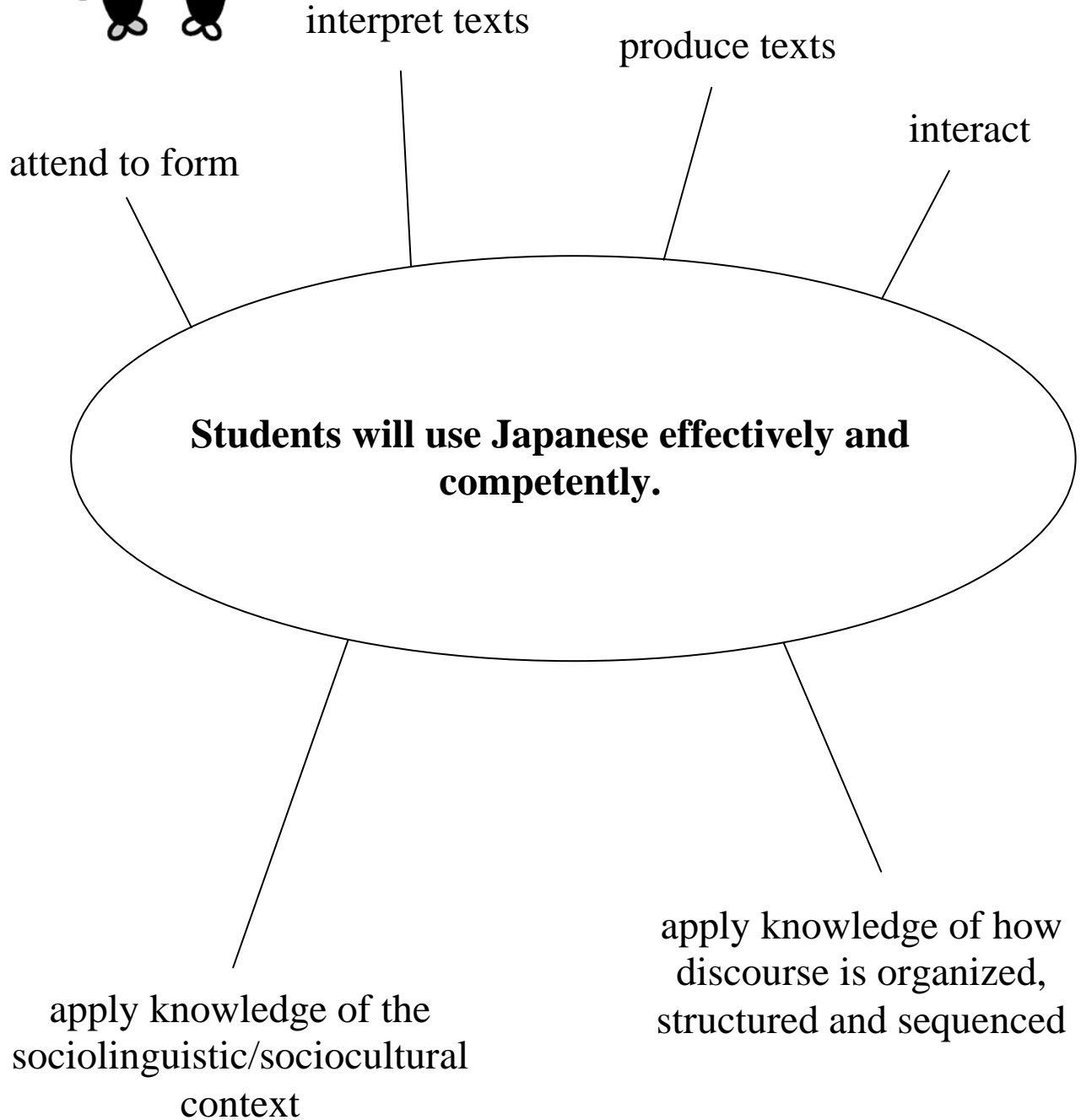
General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
A-6.1 humour/fun	a. use the language for fun and to interpret humour through a variety of activities	a. use the language for fun and to interpret and express humour; e.g., learn and perform songs, dances, skits	a. use the language for fun and to interpret and express humour; e.g., make commercials
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language, such as haiku	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody or create a rap
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., use the Internet to explore the Japanese culture	a. use the language for personal enjoyment; e.g., exchange letters or e-mails	a. use the language for personal enjoyment; e.g., watch anime in Japanese

Language Competence



LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Japanese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there is a strand for sound system, writing systems, lexicon and grammatical elements.

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammatical structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form

Japanese Language and Culture 10-6Y

Japanese Language and Culture 20-6Y

Japanese Language and Culture 30-6Y

Students will be able to:

LC-1.1 sound system	a. approximate the pronunciation of unfamiliar words	a. use intonation, pauses and rhythm appropriately in familiar situations	a. use intonation, pauses and rhythm appropriately in a variety of situations
LC-1.2 writing systems	a. expand recognition and writing of kanji b. read and write simple sentences that incorporate all three writing systems	a. expand recognition and writing of kanji	a. use a repertoire of kanji in a variety of familiar contexts
LC-1.3 lexicon	a. use a range of words and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none">• holidays, celebrations and traditions• entertainment• communications• arts and literature• world of work• any other lexical fields that meet their needs and interests	a. use a range of words and expressions in a variety of contexts, within a variety of lexical fields, including: <ul style="list-style-type: none">• social relationships• leisure activities• customs and manners• healthy living• any other lexical fields that meet their needs and interests	a. use suitable words and phrases to enhance the effectiveness of communication, in oral or written texts, within a variety of lexical fields, including: <ul style="list-style-type: none">• future plans• environmental awareness• trade and tourism• any other lexical fields that meet their needs and interests

(continued)

General Outcome for Language Competence
 Students will use Japanese **effectively** and **competently**.

(continued)

LC-1 attend to form

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
	<i>Students will be able to:</i>		
	a. use, in modelled situations, ¹ the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • (ii) <i>to omoimasu</i> • N <i>mitai desu</i> • (<i>tabun</i>) N <i>deshou</i> • N <i>da/datta</i> • <i>i-Adj./na-Adj. + no o kudasai</i> • connecting form of Adj.: <i>na-Adj.-de, i-Adj.-kute</i> • <i>na-Adj.da</i> • V <i>tara dou desu ka?</i> • potential verbs • V <i>nakatta</i> • [sentence] + <i>n desu</i> • noun modifier • particle <i>ya: mikan ya ringo</i> 	<ul style="list-style-type: none"> • quantity + <i>dake</i> • <i>i-Adj.-ku/na-Adj.-ni + V masu</i> • Adj. (stem) + <i>sugimasu</i> • Adj. (stem) + <i>sou desu</i> (appearance) • V <i>yasui/nikui desu</i> • V₁ <i>tari</i> V₂ <i>tari shimasu</i> • V <i>kata o oshiete kudasai</i> • V <i>nakereba narimasen/nakutewa ikemasen</i> • V-<i>ou/you: (volitional)</i> • conjunctions: <i>mazu, tsugini</i> • particle <i>no</i> as a relationship marker: <i>ane no yoshiko</i> • N/Adj./v + <i>toki</i> 	<ul style="list-style-type: none"> • honorific/humble expressions • quantity + <i>shika</i> + Neg. • N <i>no/V(dic.) + tame (ni)</i> • V <i>te agemasu/moraimasu/kuremasu</i> • V <i>te shimai mashita</i> • V <i>nakutemo ii desu</i> • V₁ <i>naide</i> V₂ <i>masu</i> • [sentence] + <i>kamoshiremasen</i> • conjunction: <i>dakara</i> • conjunctive particle <i>node</i> (reason) • particle <i>madeni</i> • particle <i>de</i> (cause)

(continued)

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence
 Students will use Japanese **effectively** and **competently**.

(continued)

LC-1 attend to form

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
	<i>Students will be able to:</i>		
	b. use, in structured situations, ² the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • person <i>ni agemasu/moraimasu/kuremasu</i> • place <i>ni N/V ni ikimasu</i> • V <i>ta koto ga arimasu</i> • V <i>te mo iidesu</i> • V <i>te wa ikemasen</i> • V dictionary form • V (dic.) + <i>koto ga dekimasu</i> • V (dic.) + <i>mae (ni), V-te kara/ta ato(de)</i> • V <i>nai</i> form • V <i>naide kudasai</i> • V <i>ta</i> form • interrogative nouns + <i>-ka/-mo</i> • interrogative nouns + <i>demo iidesu</i> 	<ul style="list-style-type: none"> • N <i>da/datta</i> • N to N <i>to dochira ga Adj. desu ka?</i> • N <i>no hou ga Adj. desu</i> • connecting form of Adj.: <i>na-Adj.-de, i-Adj.-kute</i> • V <i>tara dou desu ka?</i> • potential verbs • V <i>nakatta</i> 	<ul style="list-style-type: none"> • <i>i-Adj.-ku/na-Adj.-ni + V masu</i> • Adj. (stem) + <i>sou desu</i> (appearance) • V <i>nakereba narimasen/nakutewa ikemasen</i> • V-<i>ou/you to omoimasu</i> • V(dic.) + <i>youni narimasu</i>
	<ul style="list-style-type: none"> • counter <i>-fun</i>: for minutes 	<ul style="list-style-type: none"> • [sentence]+ <i>n desu</i> • [sentence] + <i>to omoimasu</i> • noun modifier • [hearsay] + <i>sou desu</i> 	<ul style="list-style-type: none"> • [sentence] + <i>n desu</i> • noun modifier • [hearsay] + <i>sou desu</i> • N/Adj./v + <i>toki</i>
	<ul style="list-style-type: none"> • conjunctive particle <i>ga</i>: but • conjunctive particle <i>kara</i> for reason • particle <i>wa</i> for contrast: <i>sakkaa wa shimasu ga, yakyuu wa shimasen</i> • particle <i>o</i>: as a marker for place to pass through 	<ul style="list-style-type: none"> • period <i>ni x kai</i> 	

(continued)

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence
 Students will use Japanese **effectively** and **competently**.

(continued)

LC-1 attend to form

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
	<i>Students will be able to:</i>		
	c. use, independently and consistently, ³ the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • o'clock + <i>goro</i> • [quotation] <i>to iimasu</i> • N <i>ni narimasu</i> • (N <i>ga</i>) quantity <i>arimasu/imasu</i> • N <i>wa</i> N₁ <i>no</i> N₂ <i>ni arimasu</i> • N <i>deshita</i>/N <i>janakatta desu</i> • N <i>to onaji desu</i> • N <i>to chigaimasu</i> • N₁ <i>de</i>, N₂ <i>desu</i> • <i>i-Adj./na-Adj.</i> + N • <i>i-Adj.</i> + <i>katta desu/ku nakatta desu</i> • <i>na-Adj.</i> + <i>deshita/ja nakatta desu</i> • V <i>tai desu</i> • V <i>te</i> form • V <i>te kudasai</i> • V <i>te imasu</i> • V₁ <i>te</i>, V₂ <i>masu</i> • <i>mou/mada</i> • interrogative nouns: <i>donna, doushite/naze</i> • counter <i>-kan</i>: for period of time • particle <i>de</i> (tool/language) • particle <i>made</i> • ending particle: <i>yo/ne</i> • particle <i>e</i>: for direction 	<ul style="list-style-type: none"> • quantity + <i>gurai</i> • person <i>ni agemasu/moraimasu/kuremasu</i> • N <i>mitai desu</i> • (<i>tabun</i>) N <i>deshou</i> • V <i>temo ii desu</i> • V <i>te wa ikemasen</i> • V <i>ta koto ga arimasu</i> • V <i>te mimasu</i> • V <i>nai</i> form • V dictionary form • V(dic.) + <i>mae</i>, V+ <i>te kara/ta ato</i> • V (dic.) + <i>koto ga dekimasu</i> • V (dic.) + <i>tsumori desu</i> • V <i>naide kudasai</i> • V <i>ta</i> form • interrogative nouns + <i>-ka/-mo</i> • interrogative nouns + <i>demo ii desu</i> • interrogative noun: <i>doregurai</i> • counter <i>-fun</i>: for minutes • conjunctive particle <i>kara</i> for reason • particle <i>wa</i>: for contrast • particle <i>ya</i>: <i>mikan ya ringo</i> 	<ul style="list-style-type: none"> • N <i>da/datta</i> • N <i>to</i> N <i>to dochira ga Adj. desu ka?</i> • N <i>no hou ga Adj. desu</i> • connecting form of Adj.: <i>na-Adj.-de, i-Adj.-kute</i> • Adj. (stem) + <i>sugimasu</i> • V <i>yasui/nikui desu</i> • V <i>tara dou desu ka?</i> • V₁ <i>tari</i> V₂ <i>tari shimasu</i> • V <i>ta hou ga ii desu</i> • potential verbs • V <i>nakatta</i> • [sentence] <i>to omoimasu</i> • period <i>ni x kai</i>

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence
 Students will use Japanese **effectively** and **competently**.

LC-2 interpret texts

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
LC-2.1 listening	a. understand short, simple oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations	a. understand the main point and some supporting details of lengthy oral texts on familiar topics in guided situations
LC-2.2 reading	a. understand short, simple written texts on unfamiliar topics in guided situations	a. understand short written texts on unfamiliar topics in guided situations	a. understand the main point and some supporting details of lengthy written texts on familiar topics in guided situations
LC-2.3 viewing and nonverbal interpretation	a. derive meaning from multiple visual and other elements in a variety of media, in guided and unguided situations	a. derive meaning from multiple visual and other elements in a variety of media, in guided and unguided situations	a. propose several interpretations of the visual and other elements in a variety of media, in guided situations

General Outcome for Language Competence
 Students will use Japanese **effectively** and **competently**.

LC-3 produce texts

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
LC-3.1 speaking	a. produce short oral texts on familiar topics in guided and unguided situations	a. produce a variety of short oral texts on familiar topics in guided and unguided situations	a. produce short oral texts on unfamiliar topics in guided situations
LC-3.2 writing	a. produce short, simple written texts on familiar topics in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations	a. produce short written texts on unfamiliar topics in guided situations
LC-3.3 representing	a. express meaning through the use of multiple visual and other elements in a variety of media, in guided situations	a. express meaning through the use of multiple visual and other elements in a variety of media, in guided and unguided situations	a. explore a variety of ways that meaning can be expressed through the visual and other elements of a variety of media, in guided situations

LC-4 interact

<i>Students will be able to:</i>			
LC-4.1 interactive fluency	a. manage simple, routine interactions without undue difficulty, with pauses for planning and repair	a. manage short interactions with ease, asking for repetition or clarification when necessary	a. manage simple, routine interactions without undue difficulty

General Outcome for Language Competence
 Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
LC-5.1 register	a. identify socially appropriate language in specific situations b. explore formal and informal uses of language in a variety of contexts	a. use simple informal language in appropriate contexts	a. explore differences in register between spoken and written texts b. recognize some commonly used honorific expressions
LC-5.2 idiomatic expressions	a. use learned idiomatic expressions in a variety of contexts	a. explore the uses of idiomatic expressions in culture	a. identify influences on idiomatic expressions; e.g., region, age, occupation
LC-5.3 variations in language	a. recognize some influences resulting in variations in language; e.g., age and gender	a. recognize various influences resulting in variations in language; e.g., region	a. recognize various influences resulting in variations in language; e.g., social status, relationships with others involved in the interaction
LC-5.4 social conventions	a. understand and use important social conventions in interactions	a. understand the use of social conventions encountered in oral and written texts	a. interpret and use appropriate oral and written forms of address with a variety of audiences
LC-5.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts b. identify some nonverbal behaviours that are considered impolite	a. avoid nonverbal behaviours that are considered impolite	a. use appropriate nonverbal behaviours in a variety of contexts

General Outcome for Language Competence
 Students will use Japanese **effectively** and **competently**.

LC-6 apply knowledge of how discourse is organized, structured and sequenced

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
LC-6.1 cohesion/coherence	a. use a variety of conventions to structure texts; e.g., report	a. interpret texts that use patterns involving time or chronological sequencing	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., <i>shikashi, demo, soreni</i>
LC-6.2 text forms	a. use a variety of familiar text forms and media in their own productions; e.g., advertisements, comic strips	a. use a variety of familiar text forms and media in their own productions; e.g., letters, television reports, questionnaires	a. use a variety of text forms and media in their own productions; e.g., reports, poetry, brochures
LC-6.3 patterns of social interaction	a. combine simple social interaction patterns to perform transactions and interactions; e.g., request goods/services	a. combine simple social interaction patterns to perform transactions and interactions; e.g., suggestion–accept/decline– persuade/negotiate	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., consultation, discussion

Global Citizenship



historical and contemporary
elements of Japanese culture

affirming diversity

**Students will acquire
the knowledge, skills and attitudes
to be effective global citizens.**

personal growth and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need to be effective global citizens. The concept of global citizenship includes citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading “historical and contemporary elements of Japanese culture,” there are strands for accessing/analyzing cultural knowledge, knowledge of Japanese culture, applying cultural knowledge, diversity within Japanese culture and valuing Japanese culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar.

Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
GC-1.1 accessing/analyzing cultural knowledge	a. formulate questions about elements of Japanese culture	a. make and test hypotheses about Japanese culture	a. organize and represent information about elements of Japanese culture in a variety of ways
	b. use basic research skills to find out about Japanese culture	b. identify and use a variety of sources of information to find out about Japanese culture	
GC-1.2 knowledge of Japanese culture	a. explore and identify some elements of Japanese culture of personal interest	a. explore and identify some elements of Japanese culture	a. explore, identify and examine some elements of Japanese culture
GC-1.3 applying cultural knowledge	a. apply knowledge of elements of Japanese culture to interpret cultural behaviour that is different from their own	a. identify different perspectives of elements of Japanese culture, and speculate on their origins	a. apply knowledge of elements of Japanese culture derived from a variety of sources to interpret behaviours and texts
	b. apply knowledge of elements of Japanese culture in interactions with people and texts		
GC-1.4 diversity within Japanese culture	a. apply knowledge of diverse elements of Japanese culture in interactions with people and texts	a. identify different perspectives on diverse elements of the culture, and speculate on their origins	a. apply knowledge of diverse elements of the culture derived from a variety of sources to interpret behaviours and texts
GC-1.5 valuing Japanese culture	a. demonstrate acceptance of those whose cultural behaviour is different from their own	a. examine their own perception of Japanese language and culture	a. seek out and use opportunities to enter into contact with elements of Japanese culture; e.g., exchange letters or e-mail with a pen pal or e-pal
b. choose to participate in and contribute to activities and experiences that reflect Japanese culture			

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
GC-2.1 awareness of first language	a. compare oral and written aspects of their first language and Japanese b. identify some words in their first language that have been borrowed from Japanese	a. identify some regional variations in their first language	a. identify aspects of their personal style in both speech and writing
GC-2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins b. explore how and why languages borrow from one another	a. recognize that languages may have regional differences	a. recognize that languages evolve over time, and explore reasons for this change
GC-2.3 awareness of own culture	a. identify some influences on the development of their personal cultural identity	a. identify some of the past and present relationships between Japanese culture and their own culture	a. identify ethnocentric elements in texts from various cultures
GC-2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave b. identify some factors that affect the culture of a particular region	a. recognize that different cultures may have different perspectives; e.g., texts, cultural practices or products	a. identify some potential obstacles when communicating with people from an unfamiliar culture
GC-2.5 valuing diversity	a. recognize and acknowledge different perspectives	a. recognize and acknowledge the value of different perspectives	a. interact with people who hold differing perspectives
GC-2.6 intercultural skills	a. examine stereotypical thinking b. identify and use resources to make contact with other countries and cultures	a. recognize and explore stereotypical thinking b. explore representations of various cultures as seen from the outside	a. identify and use a variety of strategies to enhance relations with people from different cultures

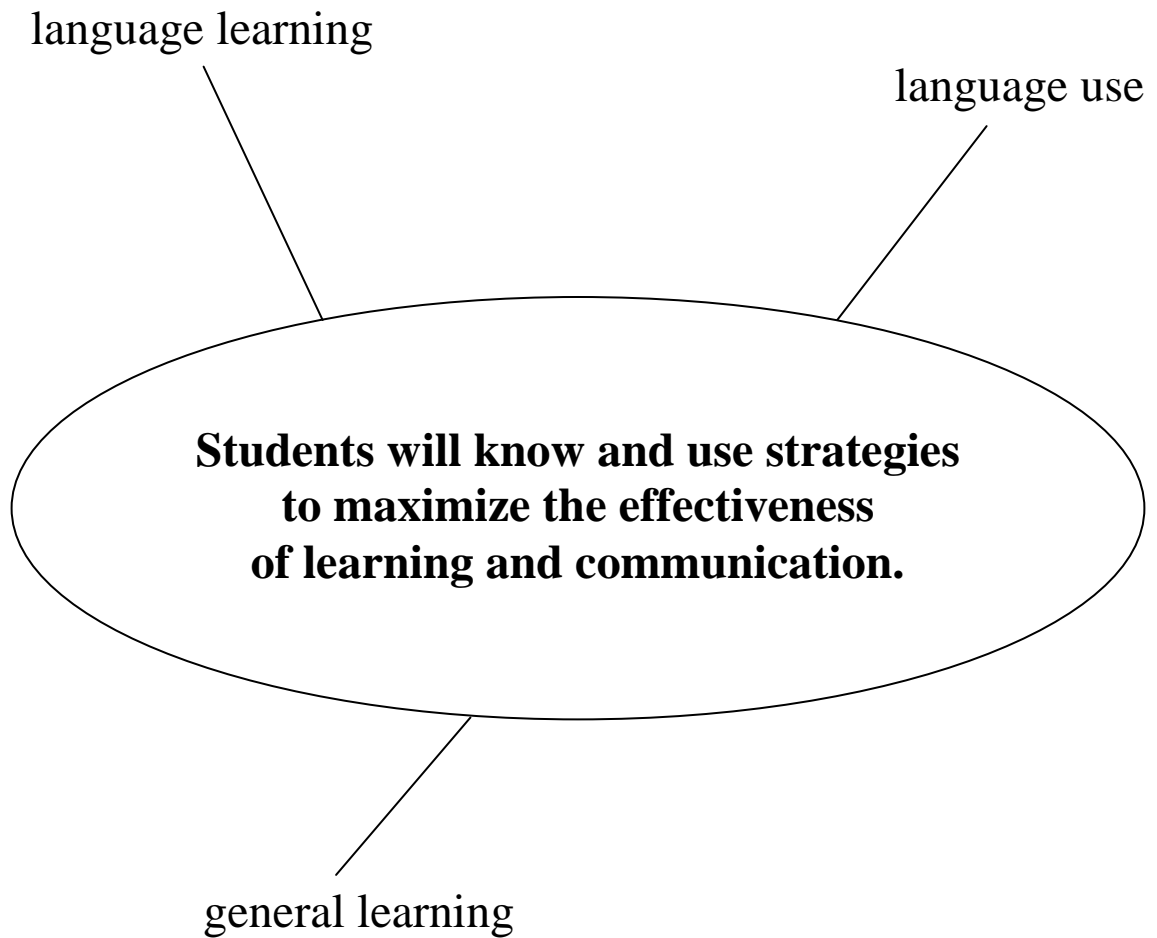
General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal growth and career opportunities

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
GC-3.1 Japanese language and culture	a. identify aspects of the Japanese language and culture that are of personal interest	a. explore personal reasons for learning Japanese	a. explore opportunities for further education, careers, personal enjoyment and personal growth related to Japanese language and culture
	b. identify personal and career opportunities related to the study of Japanese		
GC-3.2 cultural and linguistic diversity	a. identify aspects of various languages and cultures that are of personal interest	a. explore personal reasons for learning additional languages and studying about other cultures	a. explore opportunities for further education, careers, personal enjoyment and personal growth related to languages and cultures
	b. identify personal and career opportunities related to the study of languages and cultures		

Strategies



STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from course to course. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries, kana cards and kanji cards
- experiment with various elements of the language
- use mental images to remember new information and writing systems
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Japanese and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Japanese or in own language
- find information, using reference materials like dictionaries, textbooks, the Internet and human resources
- use available technological aids to support language learning; e.g., CDs, computers, DVDs, audio recordings

- make word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- use hiragana and katakana charts
- memorize characters by writing them repeatedly and reading them silently or aloud

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the language learning task
- reflect on language learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in group activities
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Japanese
- acknowledge being spoken to; e.g., *aizuchi* “Hai,” “Ee,” “Sou desuka”
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., *wakarimasen*, tilted head
- ask for clarification or repetition when you do not understand; e.g., “What do you mean by ...?” “Could you say that again, please?” “*Mou ichido ittekudasai*” “_____ *te nandesuka.*”

- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction; e.g., *sakana* for *maguro*
- invite others into the discussion; e.g., “*Dou desu ka*”
- ask for confirmation that a form used is correct; e.g., “Can you say that?” “*Tadashii desu ka*” “*Kore de ii desu ka*”
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *eeto*, *ano*
- use circumlocution to compensate for lack of vocabulary; e.g., *hon no heya* for *toshoshitsu*
- repeat part of what someone has said to confirm mutual understanding; e.g., “... *(n)desuka*”
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *wakarimasuka*
- use suitable phrases to intervene in a discussion; e.g., “Speaking of ...,” “*Sumimasen*,” “*Chotto iidesuka*”
- self-correct if errors lead to misunderstandings

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system or kanji to aid reading comprehension; e.g., sounding out aloud katakana words

- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- use knowledge of writing systems to identify functions of parts of sentences
- use knowledge of writing systems to aid reading
- use physical markers to divide sections of text to assist comprehension

Productive

- mimic what the speaker says
- use nonverbal means to communicate
- copy what others say or write or do; e.g., bowing
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists
- take notes when reading or listening to assist in producing own text

- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing; e.g., polite form instead of plain form

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn

- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
S-1.1 cognitive	a. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Japanese or in their own language	a. select and use a variety of cognitive strategies to enhance language learning; e.g., find information, using reference materials like dictionaries, textbooks, the Internet and human resources, and use available technological aids to support language learning	a. use appropriate cognitive strategies effectively to enhance language learning in a variety of situations; e.g., use induction to generate rules governing language use, seek opportunities outside of class to practise and observe
S-1.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition, and identify one or more they consider particularly useful personally	a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., be aware of the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements
S-1.3 social/affective	a. select and use a variety of social and affective strategies to enhance language learning; e.g., work with others to solve problems and get feedback on tasks	a. select and use a variety of social and affective strategies to enhance language learning; e.g., take risks and try unfamiliar tasks and approaches	a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions that occur in their own conversations, and make use of these new words and expressions as soon as appropriate

Further examples of language learning strategies are available on pages 30 and 31.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-2 language use

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
S-2.1 interactive	a. select and use a variety of interactive strategies to enhance language use; e.g., ask for confirmation that a form used is correct	a. select and use a variety of interactive strategies to enhance language use; e.g., use a range of fillers and hesitation devices to sustain conversations, use circumlocution to compensate for lack of vocabulary	a. select and use appropriate interactive strategies in a variety of situations to enhance language use; e.g., repeat part of what someone has said to confirm mutual understanding
S-2.2 interpretive	a. select and use a variety of interpretive strategies to enhance language use; e.g., prepare questions or a guide to note down information found in a text	a. select and use a variety of interpretive strategies to enhance language use; e.g., use key content words or discourse markers to follow a text	a. select and use appropriate interpretive strategies in a variety of situations to enhance language use; e.g., reread several times to understand
S-2.3 productive	a. select and use a variety of productive strategies to enhance language use; e.g., use resources to increase vocabulary	a. select and use a variety of productive strategies to enhance language use; e.g., take notes when reading or listening to assist in producing their own text	a. select and use appropriate productive strategies in a variety of situations to enhance language use; e.g., use a variety of resources to correct texts

Further examples of language use strategies are available on pages 31 to 33.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning

	Japanese Language and Culture 10-6Y	Japanese Language and Culture 20-6Y	Japanese Language and Culture 30-6Y
<i>Students will be able to:</i>			
S-3.1 cognitive	a. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information	a. select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., make inferences, and identify and justify the evidence on which their inferences are based
S-3.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., reflect upon their thinking processes and how they learn	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., keep a learning journal, such as a diary or a log	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor their own learning
S-3.3 social/affective	a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks	a. select and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., choose learning activities that enhance understanding and enjoyment

Further examples of general learning strategies are available on page 33.