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# JAPANESE LANGUAGE AND CULTURE SIX-YEAR PROGRAM GRADES 7–8–9

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This program of studies is intended for students who are beginning their study of Japanese language and culture in Grade 7. It constitutes the first three years of the Japanese Language and Culture Six-year (6Y) Program. The Japanese Language and Culture 10-6Y, 20-6Y, 30-6Y Program of Studies constitutes the last 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. For students who have no prior connection to the Japanese language and culture, this program of studies offers an opportunity 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.

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

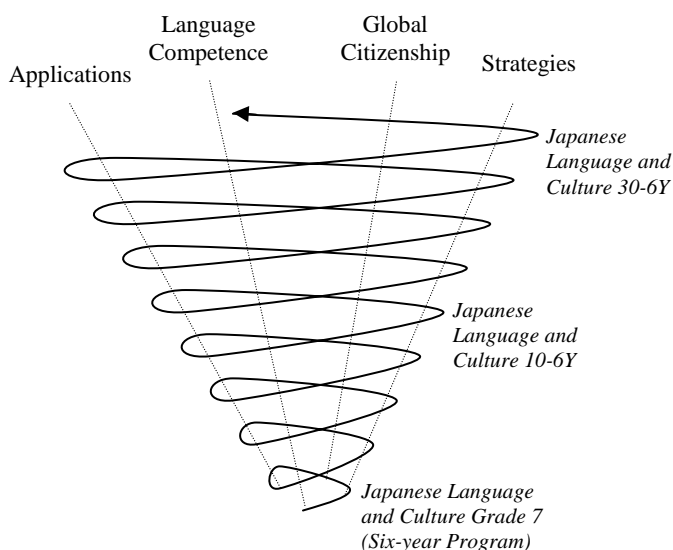
In grades 7, 8 and 9 of the six-year program, students will be able to use words and expressions in a range of lexical fields, including:

Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
<ul style="list-style-type: none"> <li>• self</li> <li>• family</li> <li>• classroom</li> <li>• my town</li> <li>• food</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>• daily routines</li> <li>• body</li> <li>• house</li> <li>• weather</li> <li>• shopping</li> <li>• transportation</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>• sports</li> <li>• school life</li> <li>• vacations</li> <li>• people in the community</li> <li>• fashion</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

### 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 grade. 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 grade 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

**Grade 7**  
(Six-year Program)

**Grade 8**  
(Six-year Program)

**Grade 9**  
(Six-year Program)

*Students will be able to:*

<b>LC-3.1</b> speaking	a. produce oral phrases and simple oral sentences on familiar topics in guided situations	a. produce short, simple oral texts on familiar topics in guided situations	a. produce short, simple oral texts on familiar topics in guided and unguided situations
<b>LC-3.2</b> writing	a. produce simple written words and phrases on familiar topics in guided situations	a. produce simple written sentences on familiar topics in guided situations	a. produce short, simple written texts on familiar topics in guided situations
<b>LC-3.3</b> representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of multiple visual and other elements in a variety of media, in guided situations

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

strand headings for specific outcomes

specific outcome statements for each grade

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



# 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 grade to grade. 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 grade 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 grade. 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

	<b>Grade 7</b> (Six-year Program)	<b>Grade 8</b> (Six-year Program)	<b>Grade 9</b> (Six-year Program)
	<i>Students will be able to:</i>		
<b>A-1.1</b> share factual information	a. share basic information; e.g., their name  b. identify concrete people, places and things	a. ask for and provide information  b. respond to simple, predictable questions  c. describe people, places and things	a. ask for and provide information on a range of familiar topics  b. describe people, places, things and series or sequences of events or actions

### A-2 to express feelings and personal perspectives

	<i>Students will be able to:</i>		
<b>A-2.1</b> share ideas, thoughts, feelings, opinions, preferences	a. express simple preferences  b. express a personal response  c. respond to and express feelings	a. identify favourite people, places or things  b. express a personal response to a variety of situations  c. identify, express and respond to some feelings	a. inquire about and express likes and dislikes  b. record and share thoughts and ideas with others; e.g., keep a journal

## 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

	<b>Grade 7</b> (Six-year Program)	<b>Grade 8</b> (Six-year Program)	<b>Grade 9</b> (Six-year Program)
<i>Students will be able to:</i>			
<b>A-3.1</b> guide actions of others	a. indicate basic needs and wants b. give and respond to simple oral instructions or commands	a. suggest a course of action, and respond to a suggestion b. make and respond to a variety of simple requests c. ask for permission	a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions c. seek, grant or withhold permission
<b>A-3.2</b> state personal actions	a. respond to offers and instructions	a. indicate a simple choice from among options b. state personal actions in the present and future	a. make an offer or an invitation, and respond to offers and invitations made by others b. express a wish or a desire to do something
<b>A-3.3</b> manage group actions	a. manage turn taking b. encourage other group members to act appropriately	a. ask for help or clarification of what is being said or done in the group	a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members c. negotiate in a simple way with peers in small-group tasks d. check for agreement and understanding e. express disagreement in an appropriate way

### A-4 to form, maintain and change interpersonal relationships

*Students will be able to:*

<b>A-4.1</b> manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance, and introduce themselves c. exchange some basic personal information d. express and respond to gratitude e. apologize and respond to apology f. gain another's attention	a. refuse politely b. talk about themselves, and respond to the talk of others by showing attention or interest	a. initiate relationships; e.g., invite others to join a group b. make and break social engagements c. give and respond to compliments
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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

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
<i>Students will be able to:</i>			
<b>A-5.1</b> discover and explore	a. explore the immediate environment in a variety of ways	a. make and talk about personal observations	a. explore alternative classification systems and criteria for categories b. discover relationships and patterns
<b>A-5.2</b> gather and organize information	a. gather simple information b. organize items in different ways	a. sequence items in different ways b. record and share personal knowledge of a topic	a. compare and contrast items in simple ways b. compose questions to guide research c. identify sources of information used d. record observations
<b>A-5.3</b> solve problems	a. participate in problem-solving situations; e.g., role-play	a. identify a problem b. offer solutions c. choose between alternative solutions	a. recognize and describe a problem b. generate solutions c. participate in problem-solving processes
<b>A-5.4</b> explore opinions and values	a. listen attentively to the thoughts expressed b. respond sensitively to the ideas and works of others	a. make connections between behaviour and values b. recognize and respect differences of opinion	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience

**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**

**Grade 7  
(Six-year Program)**

**Grade 8  
(Six-year Program)**

**Grade 9  
(Six-year Program)**

*Students will be able to:*

A-6.1 humour/fun	a. use the language for fun; e.g., learn simple riddles, songs	a. use the language for fun	a. use the language for fun and to interpret humour; e.g., play a variety of sports and games
A-6.2 creative/aesthetic purposes	a. use the language creatively	a. use the language creatively	a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language
A-6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment; e.g., make a scrapbook of famous Japanese symbols	a. use the language for personal enjoyment; e.g., listen to favourite songs in Japanese

# Language Competence



interpret texts

produce texts

interact

attend to form

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

apply knowledge of the sociolinguistic/sociocultural context

apply knowledge of how discourse is organized, structured and sequenced

## 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 grade to grade. 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**

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
<i>Students will be able to:</i>			
<b>LC-1.1</b> sound system	a. recognize and pronounce basic kana-based (moraic) sounds b. pronounce some common words and phrases properly c. use intonation to express meaning d. distinguish particular Japanese sounds	a. recognize and pronounce most kana-based (moraic) sounds b. pronounce familiar words or phrases properly c. recognize familiar borrowed words; e.g., Canada	a. recognize and pronounce, consistently, kana-based (moraic) sounds b. recognize some of the effects that intonation has in different situations c. recognize and pronounce familiar borrowed words
<b>LC-1.2</b> writing systems	a. recognize, read and write hiragana b. recognize a few familiar, isolated words in katakana c. identify the function of the three writing systems d. recognize how Japanese text can be oriented	a. read and write hiragana accurately on a consistent basis b. write individual katakana letters c. recognize and write katakana words d. recognize some simple kanji in the everyday classroom context	a. write simple sentences that incorporate hiragana and katakana b. write some simple kanji c. recognize a variety of simple kanji
<b>LC-1.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• self</li> <li>• family</li> <li>• classroom</li> <li>• my town</li> <li>• food</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. experiment with and use vocabulary and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• daily routines</li> <li>• body</li> <li>• house</li> <li>• weather</li> <li>• shopping</li> <li>• transportation</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a range of vocabulary and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• sports</li> <li>• school life</li> <li>• vacations</li> <li>• people in the community</li> <li>• fashion</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

(continued)

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

(continued)

**LC-1 attend to form**

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
	<i>Students will be able to:</i>		
<b>LC-1.4</b> grammatical elements	a. use, in modelled situations, <sup>1</sup> the following grammatical elements: .....		
	<ul style="list-style-type: none"> <li>• V <i>te kudasai</i></li> <li>• demonstratives: <i>koko, soko, asoko</i></li> <li>• counters (for people): <i>hitori, furtari, san nin ...</i></li> <li>• counters (for things): <i>hitotsu, futatsu, mittsu ...</i></li> </ul>	<ul style="list-style-type: none"> <li>• (N <i>ga</i>) quantity <i>arimasu/imasu</i></li> <li>• V <i>tai desu</i></li> <li>• interrogative nouns: <i>ikura</i></li> <li>• numbers: 1000–10 000</li> <li>• conjunctions: <i>soshite/sorekara</i></li> <li>• particle <i>kara</i>: from</li> <li>• particle <i>de</i> (tool/language)</li> </ul>	<ul style="list-style-type: none"> <li>• N <i>ga hoshii desu</i></li> <li>• N <i>ni narimasu</i></li> <li>• person <i>ni agemas/moraimasu</i></li> <li>• [sentence] + <i>n desu</i></li> <li>• <i>mou/mada</i></li> <li>• interrogative nouns + <i>demo ii desu</i></li> <li>• interrogative nouns: <i>-ka/-mo</i></li> <li>• interrogative noun: <i>doushite/naze</i></li> <li>• particle <i>made</i></li> <li>• particle <i>de</i>: <i>san nin de ikimasu</i></li> </ul>

(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**

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
	<i>Students will be able to:</i>		
	b. use, in structured situations, <sup>2</sup> the following grammatical elements: .....		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> <li>• N <i>wa arimasu/imasu (ka)</i></li> <li>• <i>i-Adj./na-Adj. + desu</i></li> <li>• demonstratives: <i>kore, sore, are</i></li> <li>• interrogative nouns: <i>dou, dore</i></li> <li>• numbers: 1–100</li> <li>• counters: <i>-nin, -tsu</i></li> <li>• particle <i>no</i>: possession marker</li> <li>• particle <i>mo</i></li> </ul>	<ul style="list-style-type: none"> <li>• N <i>wa</i> location <i>ni arimasu/imasu</i></li> <li>• N<sub>1</sub> <i>wa</i> N<sub>2</sub> <i>ga Adj. desu</i></li> <li>• V <i>masu/masen</i></li> <li>• V <i>mashou/masen ka</i></li> <li>• demonstratives: <i>kono, sono, ano</i></li> <li>• interrogative noun: <i>itsu</i></li> <li>• numbers: 101–1000</li> <li>• counters (for animals, paper, books, magazines): <i>-hiki, -mai, -hon, -satsu</i></li> <li>• particle <i>de</i>: place</li> <li>• particle <i>ni</i>: time <i>ni</i></li> <li>• ending particle: <i>yo/ne</i></li> </ul>	<ul style="list-style-type: none"> <li>• N <i>wa</i> N<sub>1</sub> <i>no</i> N<sub>2</sub> <i>ni imasu/arimasu</i></li> <li>• (N <i>ga</i>) quantity <i>arimasu/imasu</i></li> <li>• <i>i-Adj./na-Adj. + N</i></li> <li>• <i>na-Adj. + deshita/ja nakatta desu</i></li> <li>• <i>i-Adj. (stem) + katta desu/ku nakatta desu</i></li> <li>• V <i>tai desu</i></li> <li>• V <i>te</i> form</li> <li>• V <i>te kudasai</i></li> <li>• V <i>te imasu</i></li> <li>• interrogative nouns: <i>donna</i></li> <li>• numbers: 1001–10 000</li> <li>• conjunctive particle <i>kara</i> for reason</li> <li>• particle <i>de</i> (tool/language)</li> <li>• ending particle: <i>yo/ne</i></li> </ul>

(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**

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
	<i>Students will be able to:</i>		
	c. use, independently and consistently, <sup>3</sup> the following grammatical elements: .....		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> <li>• N <i>desu</i></li> <li>• N <i>ja nai desu</i>/N <i>ja arimasen</i></li> <li>• N <i>o kudasai</i></li> <li>• N <i>ga suki desu</i></li> <li>• numbers: 1–20</li> <li>• counter <i>-ji</i>: for o'clock</li> <li>• particle <i>wa</i> as the topic marker</li> <li>• particle <i>to</i>: Canada <i>to nihon</i></li> <li>• ending particle <i>ka</i> as the question marker</li> <li>• interrogative nouns: <i>dare, nani(nan)</i></li> </ul>	<ul style="list-style-type: none"> <li>• N <i>ga ii desu</i></li> <li>• N <i>ga dekimasu</i></li> <li>• N <i>wa imasu/arimasu (ka)?</i></li> <li>• <i>i-Adj./na-Adj. + desu</i></li> <li>• <i>i-Adj. + ku nai desu</i></li> <li>• <i>na-Adj. + ja nai desu</i></li> <li>• demonstratives: <i>kore, sore, are, koko, soko, asoko</i></li> <li>• interrogative nouns: <i>doko, dore, dou</i></li> <li>• numbers: 21–1000</li> <li>• counters (for people and things): <i>-nin, -tsu</i></li> <li>• particle <i>no</i>: possession marker</li> <li>• particle <i>mo</i></li> <li>• particle <i>ni</i>: Place <i>ni ikimasu/kimasu</i></li> <li>• particle <i>o</i>: as an object marker</li> </ul>	<ul style="list-style-type: none"> <li>• N <i>ni shimasu</i></li> <li>• N<sub>1</sub> <i>wa</i> N<sub>2</sub> <i>ga Adj. desu</i></li> <li>• N <i>ga ichiban Adj. desu</i></li> <li>• N <i>wa</i> location <i>ni arimasu/imasu</i></li> <li>• (N <i>ga</i>) quantity <i>arimasu/imasu</i></li> <li>• V <i>masu/masen</i></li> <li>• V <i>mashou/masen ka</i></li> <li>• V <i>mashita/masen deshita</i></li> <li>• demonstratives: <i>kono, sono, ano</i></li> <li>• interrogative nouns: <i>itsu, ikura</i></li> <li>• numbers: 1001–10 000</li> <li>• counters (for animals, paper, books, magazines): <i>-hiki, -mai, -hon, -satsu</i></li> <li>• conjunctions: <i>soshite/ sorekara</i></li> <li>• conjunction: <i>demo</i></li> <li>• particle <i>to</i>: as a partner marker</li> <li>• particle <i>o</i>: <i>uchi o demasu</i></li> <li>• particle <i>de/ni</i>: place</li> <li>• particle <i>ni</i>: time <i>ni</i></li> <li>• particle <i>kara</i>: from</li> </ul>

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**

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
<i>Students will be able to:</i>			
<b>LC-2.1</b> listening	a. understand short, simple oral texts on familiar topics, in guided and unguided situations	a. understand a variety of short, simple oral texts on familiar topics, in guided situations	a. understand a variety of short oral texts on unfamiliar topics, in guided and unguided situations
<b>LC-2.2</b> reading	a. understand short, simple written texts on familiar topics, in guided situations	a. understand short written texts on familiar topics, in guided and unguided situations	a. understand a variety of short written texts on familiar topics, in guided and unguided situations
<b>LC-2.3</b> viewing and nonverbal interpretation	a. derive meaning from the visual and other elements of a variety of media, in guided situations	a. derive meaning from multiple visual and other elements in a variety of media, in guided situations	a. derive meaning from multiple visual and other elements in a variety of media, in guided and unguided situations

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

**LC-3 produce texts**

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
<i>Students will be able to:</i>			
<b>LC-3.1 speaking</b>	a. produce oral phrases and simple oral sentences on familiar topics in guided situations	a. produce short, simple oral texts on familiar topics in guided situations	a. produce short, simple oral texts on familiar topics in guided and unguided situations
<b>LC-3.2 writing</b>	a. produce simple written words and phrases on familiar topics in guided situations	a. produce simple written sentences on familiar topics in guided situations	a. produce short, simple written texts on familiar topics in guided situations
<b>LC-3.3 representing</b>	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of multiple visual and other elements in a variety of media, in guided situations

**LC-4 interact**

<i>Students will be able to:</i>			
<b>LC-4.1 interactive fluency</b>	a. engage in simple interactions, using short, isolated lexical phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions

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

**LC-5 apply knowledge of the sociolinguistic/sociocultural context**

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
<i>Students will be able to:</i>			
<b>LC-5.1</b> register	a. distinguish between formal and informal situations  b. address others appropriately	a. recognize that some words are inappropriate in certain contexts	a. experiment with and use some formal and informal language in familiar situations
<b>LC-5.2</b> idiomatic expressions	a. imitate age-appropriate idiomatic expressions	a. understand and use a variety of simple idiomatic expressions as set phrases	a. use learned idiomatic expressions in new contexts to enhance communication
<b>LC-5.3</b> variations in language	a. experience a variety of voices	a. acknowledge and accept individual differences in speech	a. experience a variety of accents, variations in speech and regional variations in language
<b>LC-5.4</b> social conventions	a. use basic conventions of politeness  b. use appropriate oral forms of address for people frequently encountered	a. recognize behaviours that are considered impolite	a. recognize simple, important social conventions in informal and formal interactions
<b>LC-5.5</b> nonverbal communication	a. understand the meaning of and imitate some common nonverbal behaviours used in Japanese culture	a. experiment with using some simple nonverbal means of communication  b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	a. recognize and use appropriate nonverbal behaviours and important nonverbal social conventions in familiar 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**

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
<i>Students will be able to:</i>			
<b>LC-6.1</b> cohesion/ coherence	a. understand the basic usage of the topic marker “ <i>wa</i> ” at the beginning of discourse	a. follow and imitate speech that uses simple link words  b. link words in simple ways; e.g., <i>to</i>	a. sequence elements of a simple story, process or series of events  b. use common conventions to structure simple texts; e.g., titles, paragraphs
<b>LC-6.2</b> text forms	a. experience a variety of oral text forms  b. recognize some simple oral text forms	a. recognize some simple oral and print text forms; e.g., lists, letters, stories, songs	a. recognize a variety of oral and print text forms; e.g., recipes, invitations, messages  b. use some simple text forms in their own productions
<b>LC-6.3</b> patterns of social interaction	a. respond using very simple social interaction patterns; e.g., question–answer, greeting–response	a. initiate interactions, and respond using simple social interaction patterns; e.g., acceptance/ nonacceptance	a. use simple conventions to open and close conversations and to manage turn taking  b. initiate interactions, and respond using a variety of simple social interaction patterns; e.g., statement–reaction

# 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 grade to grade. 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

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
<i>Students will be able to:</i>			
<b>GC-1.1</b> accessing/analyzing cultural knowledge	a. inquire about elements of Japanese culture experienced in class, using English if necessary	a. make observations of Japanese culture; e.g., as it is portrayed in texts and in the community b. seek out information about the culture from authentic sources	a. compare and make connections between some elements of Japanese culture and their own culture
<b>GC-1.2</b> knowledge of Japanese culture	a. participate in activities and experiences that reflect elements of Japanese culture	a. participate in activities and experiences that reflect elements of Japanese culture	a. explore some elements of Japanese culture b. identify some things they have in common with Japanese people of their own age
<b>GC-1.3</b> applying cultural knowledge	a. recognize elements of Japanese culture in the classroom	a. identify elements of Japanese culture in the school and community	a. identify similarities and differences between Japanese culture and their own culture, and apply knowledge of Japanese culture to interpret these similarities and differences
<b>GC-1.4</b> diversity within Japanese culture	a. experience diverse elements of Japanese culture	a. identify some elements that reflect diversity within Japanese culture	a. identify similarities and differences among diverse groups within the culture, and apply knowledge of the culture to interpret these similarities and differences
<b>GC-1.5</b> valuing Japanese culture	a. participate in cultural activities and experiences, and share their feelings about those activities and experiences	a. participate in cultural activities and experiences, and share their feelings about those activities and experiences	a. identify similarities between themselves and Japanese people b. express an interest in finding out about people and various aspects of Japanese culture

## General Outcome for Global Citizenship

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

### GC-2 affirming diversity

#### Grade 7 (Six-year Program)

#### Grade 8 (Six-year Program)

#### Grade 9 (Six-year Program)

*Students will be able to:*

<b>GC-2.1</b> awareness of first language	a. distinguish between their first language and Japanese	a. identify differences between their first language and Japanese	a. identify similarities and differences between their first language and Japanese
<b>GC-2.2</b> general language knowledge	a. explore the variety of languages spoken by their schoolmates and members of their community b. identify similarities and differences among different languages within their personal experience	a. identify differences and similarities among writing systems from different languages within their personal experience b. identify ways that languages can be learned	a. recognize that, within any linguistic group, individuals use language in personal ways b. recognize that in any language there are different words for the same thing
<b>GC-2.3</b> awareness of own culture	a. explore similarities between their own culture and other cultures	a. recognize similarities and differences between their own culture and other cultures	a. recognize and identify similarities and differences between their own culture and other cultures
<b>GC-2.4</b> general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures	a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community b. recognize that culture is expressed in a variety of ways	a. recognize that speakers of the same language may come from different cultural backgrounds b. recognize some of the factors that affect the culture of a particular region
<b>GC-2.5</b> valuing diversity	a. work and interact with others who are different	a. engage in activities that reflect other ways of doing things or other perspectives	a. explore the limitations of adopting a single perspective
<b>GC-2.6</b> intercultural skills	a. adapt to new situations; e.g., listening to Japanese, seeing Japanese writing	a. listen with attention to the opinions of others b. initiate and maintain new relationships	a. reflect on their actions and the consequences of their actions for others b. explore how their perspective is shaped by a variety of factors

## General Outcome for Global Citizenship

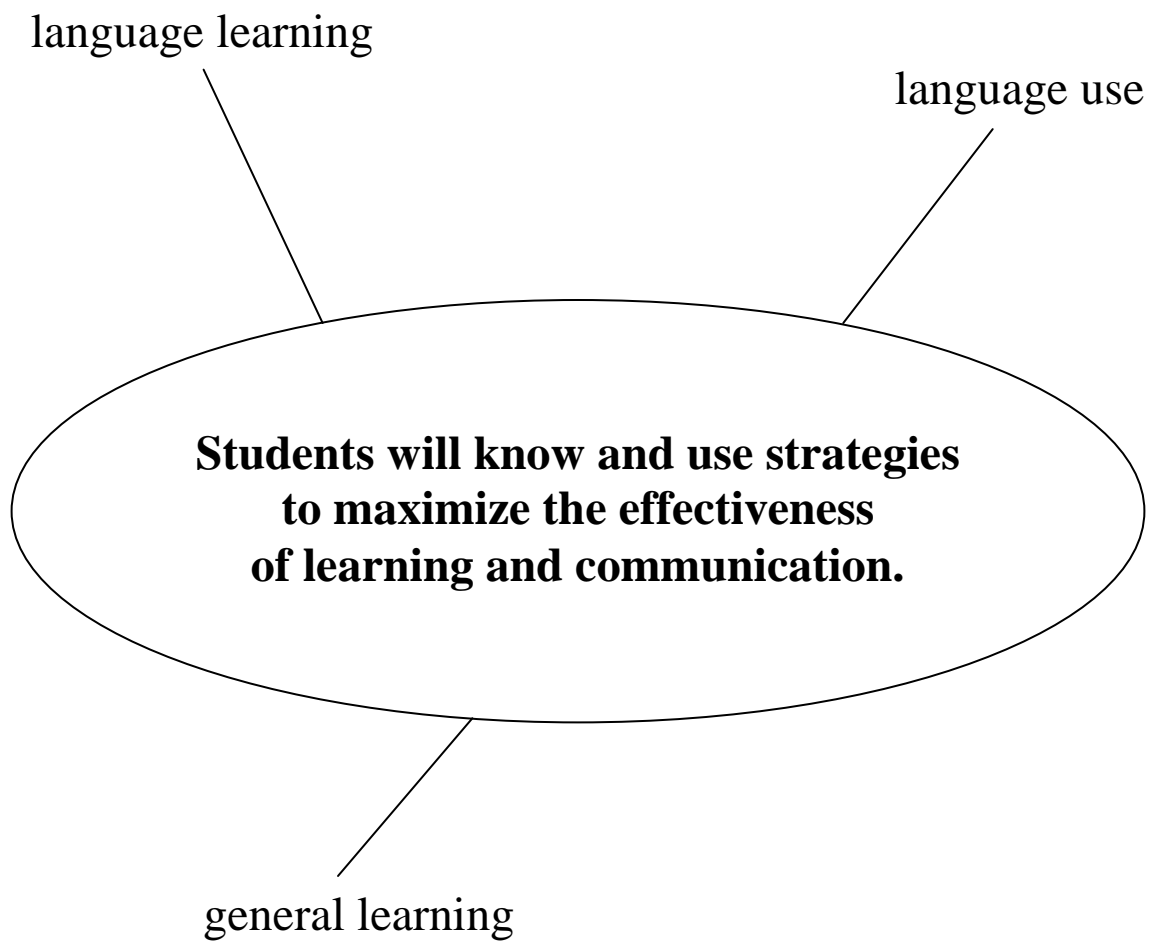
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

### GC–3 personal growth and career opportunities

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
<i>Students will be able to:</i>			
<b>GC–3.1</b> Japanese language and culture	a. suggest some reasons for learning Japanese	a. identify some reasons for learning Japanese  b. identify some personal uses they have made of their knowledge of Japanese language and culture	a. identify some careers for which knowledge of Japanese is useful  b. identify some places that they could visit where Japanese is spoken  c. identify some personal reasons for learning Japanese
	a. suggest some reasons for learning an additional language  b. explore some reasons for participating in activities and experiences that reflect elements of different cultures	a. identify some reasons for learning additional languages  b. identify some personal uses they have made of their knowledge of different languages and cultures	a. identify some careers for which knowledge of different languages and cultures is useful  b. identify some places where there is significant linguistic and cultural diversity  c. identify some personal reasons for learning additional languages and learning about world 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 grade to grade. 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 at a particular grade level. 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

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
<i>Students will be able to:</i>			
<b>S-1.1</b> cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., imitate sounds and intonation patterns, use mental images to remember new information and writing systems	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language	a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things—vocabulary, structures—with similar characteristics, identify similarities and differences between aspects of Japanese and their own language
<b>S-1.2</b> metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., listen or read for key words	a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, speaking, reading and writing process, check writing for accuracy
<b>S-1.3</b> social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression

**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

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
<i>Students will be able to:</i>			
<b>S–2.1</b> interactive	a. use simple interactive strategies, with guidance, to enhance language use; e.g., ask for clarification or repetition when they do not understand	a. use a variety of simple interactive strategies, with guidance, to enhance language use; e.g., acknowledge being spoken to— <i>aizuchi</i>	a. identify and use a variety of interactive strategies to enhance language use; e.g., assess feedback from a conversation partner to recognize when a message has not been understood
<b>S–2.2</b> interpretive	a. use simple interpretive strategies, with guidance, to enhance language use; e.g., use gestures, intonations and visual supports to aid comprehension	a. use a variety of simple interpretive strategies, with guidance, to enhance language use; e.g., determine the purpose of listening, listen or look for key words	a. identify and use a variety of interpretive strategies to enhance language use; e.g., use knowledge of the sound–symbol system to aid reading comprehension—sounding out aloud katakana words
<b>S–2.3</b> productive	a. use simple productive strategies, with guidance, to enhance language use; e.g., copy what others say or write, use words that are visible in the immediate environment	a. use a variety of simple productive strategies, with guidance, to enhance language use; e.g., use illustrations to provide detail when producing their own texts	a. identify and use a variety of productive strategies to enhance language use; e.g., use knowledge of sentence patterns to form new sentences

**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**

	<b>Grade 7 (Six-year Program)</b>	<b>Grade 8 (Six-year Program)</b>	<b>Grade 9 (Six-year Program)</b>
<i>Students will be able to:</i>			
<b>S–3.1 cognitive</b>	a. use simple cognitive strategies to enhance general learning; e.g., use models, classify objects	a. use a variety of simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic representations to make information easier to understand and remember
<b>S–3.2 metacognitive</b>	a. use simple metacognitive strategies to enhance general learning; e.g., identify their own needs and interests	a. use a variety of simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task	a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task, divide an overall learning task into a number of subtasks
<b>S–3.3 social/affective</b>	a. use simple social and affective strategies to enhance general learning; e.g., seek help from others	a. use a variety of simple social and affective strategies to enhance general learning; e.g., use social interaction skills to enhance group learning activities	a. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes

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