

BIG IDEAS

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

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

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

We can explore our identity through a new language.

Stories help us to acquire language.

Each culture has traditions and ways of celebrating.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between pronunciation, common intonation patterns, and meaning Identify key information in slow, clear speech and other texts Comprehend stories Comprehend high-frequency vocabulary in slow, clear speech and other texts Use language-learning strategies Seek clarification of meaning Participate in simple interactions Share information using the presentation format best suited to their own and others' diverse abilities Interpret non-verbal cues to increase understanding Respond to simple commands and instructions <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> cognates German phonemes German declination (basic concept) common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> questions and statements basic information about self and others basic commands modes of address First Peoples perspectives connecting language and culture, including oral histories, identity, and place common elements of German cultural festivals and celebrations German communities in Canada German works of art

Big Ideas – Elaborations

- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **Reciprocal:** involving back-and-forth participation
- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.

Curricular Competencies – Elaborations

- **common intonation patterns:** e.g., recognize whether someone is making a statement or asking a question
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Seek clarification:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **cognates:** words that have a common etymological origin (e.g., house/*Haus*)
- **phonemes:** individual speech sounds (e.g., *ä, ö, ü, eu, äu, au, ei, ie, sch*)
- **declination:** introduction to gender (masculine, feminine, neuter), case (*Nominativ, Akkusativ, Dativ, Genitiv*), and number (singular, plural; e.g., *der kleine Junge* versus *die kleinen Jungen*)
- **questions:** e.g., *Wie?, Was ist das?, Wie viele?, Wie sagt man...?, Wo ist...?, Wann?, Wer? Ich verstehe nicht, Wiederholen Sie bitte, Wie bitte?, Wie sagt man...?*
- **information:** basic expressions used in greetings, salutations, and getting to know others (e.g., *Hallo; Guten Tag!; Wie geht's?; Wie alt bist du?; Ich heiÙe...; Ich bin...Jahre alt*)
- **modes of address:** formal and informal (e.g., *Hast du Geschwister?!/Haben Sie Geschwister?*)
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **common elements:** e.g., activities, clothing, dance, decorations, regalia, food, music, parades, sports
- **cultural festivals and celebrations:** e.g., *Oktoberfest, Karneval/Fasching, Maifest, Erntedank, Martinstag, Volksfest/Kirmes/Kirchweih*
- **works of art:** e.g., creative works in dance, drama, music, visual arts, with consideration for the ethics of cultural appropriation and plagiarism

BIG IDEAS

Listening and viewing with intent helps us understand a message.	We can explore our identity through a new language.	Reciprocal communication is possible using high-frequency words and patterns.	Stories help us to acquire language and understand the world around us.	Learning about language from diverse communities helps us develop cultural awareness.
--	---	--	---	---

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between pronunciation, intonation, tone of voice, and meaning Identify key information in slow, clear speech and other texts Comprehend stories Comprehend high-frequency words and patterns in slow, clear speech and other texts Use language-learning strategies Interpret non-verbal cues to increase understanding Respond to questions, simple commands, and instructions Seek clarification of meaning using common statements and questions Exchange ideas and information, both orally and in writing Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> German phonemes German letter patterns German noun characteristics German declination (basic concept) common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions descriptions of people hobbies and topics of interest common emotions and states of physical health First Peoples perspectives connecting language and culture, including oral histories, identity, and place German works of art cultural aspects of German communities in Canada and around the world

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity

Curricular Competencies – Elaborations

- **intonation, tone of voice:** For example:
 - differentiate between a statement and a question
 - recognize the emotion of the speaker and how it relates to their message
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., *Ich verstehe nicht; Wiederholen Sie bitte; Wie bitte?; Wie sagt man...?*).
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **phonemes:** individual speech sounds (e.g., ä, ö, ü, eu, äu, au, ei, ie, sch);
- **letter patterns:** e.g., a, e, er, i, o, u, ä, ö, ü, ß, eu, äu, au, ei, ie
- **noun characteristics:** gender, case, and number; capitalizing all nouns
- **declination:** introduction to gender (masculine, feminine, neuter), case (*Nominativ, Akkusativ, Dativ, Genitiv*), and number (singular, plural; e.g., *der kleine Junge* versus *die kleinen Jungen*)
- **questions:** e.g., *Wie alt bist du?*, *Wie viel kostet die Jacke?*, *Wie sagt man...?*, *Wo ist die Stadt?*, *Wann hast du Geburtstag?*, *Wer kommt mit?*
- **descriptions:** using the third-person singular to describe family members and friends (e.g., *er/sie/es...*)
- **hobbies and topics of interest:** e.g., *Ich spiele gern Gitarre*
- **common emotions:** e.g., *Ich bin traurig*; *Es geht mir gut*
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **works of art:** e.g., creative works in dance, drama, music, visual arts, with consideration for the ethics of cultural appropriation and plagiarism
- **cultural aspects:** location, history, population, activities, celebrations, clothing, festivals, food, land, music, protocols, traditions

BIG IDEAS

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

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

Reciprocal interactions help us understand and acquire language.

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

Knowing about diverse communities helps us develop cultural awareness.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between German letter patterns and pronunciation Comprehend key information and supporting details in slow, clear speech and other texts Comprehend meaning in stories Use language-learning strategies to increase understanding Use intonation and tone effectively to convey meaning Follow instructions to complete a task and respond to questions Seek clarification of meaning using a variety of statements and questions Exchange ideas and information, both orally and in writing Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Identify, share, and compare linguistic and cultural information about German communities Examine personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> German letter patterns German declination gender, case, and number common, high frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions descriptions of people instructions and comparisons First Peoples perspectives connecting language and culture, including oral histories, identity, and place cultural aspects of German communities common elements of stories German communities around the world German works of art

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity

Curricular Competencies – Elaborations

- **letter patterns and pronunciation:** groupings of letters that make the same sound (e.g., *Sie/sie, das/dass, ist/isst, seit/seid*), rhyming words, and letter patterns that have consistent pronunciations (e.g., *ie, ei, ä, ö*)
- **key information:** answers to questions such as *wer?, was?, wo?, wann?, and warum?*
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **intonation and tone:** For example:
 - question and statement intonation patterns
 - use of tone to express different emotions
- **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., *Ich verstehe nicht; Wiederholen Sie bitte; Wie bitte?; Was bedeutet...?; Wie sagt man...?; Wie schreibt/buchstabiert man...?*).
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **share, and compare:** Using methods such as partner work, presentation, poster walks, comparing and contrasting
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **letter patterns:** e.g., *a, e, er, i, o, u, ä, ö, ü, ß, eu, äu, au, ei, ie*
- **declination:** grammatical forms/endings for gender, case, and number (e.g. *das kleine Haus versus die kleinen Häuser*)
- **questions:** e.g., *Wie viele...?, Wie...?, Ist...?, Warum...?, Wann...?, Was...?, Wer...?*
- **descriptions:** family members, friends, teachers, community members, main characters in texts, heroes (e.g., *Meine Mutter ist Lehrerin. Sie hat braune Haare und ist klein. Sie spielt gern Fußball.*)
- **instructions and comparisons:** e.g., *rechts; auf dem Tisch; neben dir; Ich mag Brot lieber als Brötchen; Sie spielt Tennis; aber ich spiele Fußball*
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **cultural aspects:** e.g., activities, celebrations, clothing, festivals, food, land, music, protocols, traditions, history, population, location
- **common elements of stories:** place, characters, setting, plot, problem and resolution
- **world:** e.g., Germany, Austria, Switzerland, Luxembourg, Liechtenstein, Okanagan Valley, Canadian Prairies, Washington State, Michigan, Texas, Iowa, Missouri, Argentina, Namibia, South Africa
- **works of art:** e.g., creative works in dance, drama, music, visual arts, with consideration for the ethics of cultural appropriation and plagiarism

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.

We can express ourselves and talk about the world around us in a new language.

With increased fluency, we can participate actively in **reciprocal** interactions.

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

Creative works are an expression of language and culture.

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

Learning Standards

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

Big Ideas – Elaborations

- **reciprocal:** involving back-and-forth participation
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Creative works:** representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns and pronunciation:** groupings of letters that make the same sound (e.g., *Sie/sie, das/dass, ist/isst, seit/seid*), rhyming words, and letter patterns that have consistent pronunciations (e.g., *ie, ei, ä, ö*)
- **key information:** e.g., answers to questions such as *wer?, was?, wo?, wann?, and warum?*
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **strategies:** e.g., language-learning strategies such as interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression.
 - Use past, present, and future time frames.
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **similarities and differences:** e.g., compare the purpose of activities, celebrations, holidays, practices, and traditions
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in German
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **declination:** grammatical forms/endings for gender, case, and number (e.g., *das kleine Haus, die kleinen Häuser*)
- **questions:** e.g., *Wie viele...?, Wie...?, Ist...?, Warum...?, Wann...?, Was...?, Wer...?*
- **time and frequency:** e.g., *heute, gestern, morgen, jeden Tag, immer, manchmal, nie*
- **comparisons:** e.g., *größer als, kleiner als, besser als*
- **formal:** e.g., *Wie heißen Sie?, Wie alt sind Sie?*
- **informal:** e.g., *Wie heißt du?, Wie alt bist du?*
- **preferences and emotions:** e.g., *Ich finde ihn nett; Ich finde das besser als...; Ich bin müde; Es geht mir gut/schlecht*
- **beliefs and opinions:** e.g., *Ich finde, ...; Ich meine, ...; Du hast Recht; Das stimmt (nicht)*
- **prepositions and respective cases:** e.g., *Er kommt aus dem Haus; Sie geht in das Haus*
- **time frames:** past, present, and future time frames for common verbs in context (e.g., *Heute bin ich müde; Ich habe...gegessen; Morgen spiele ich Fußball*)
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **cultural aspects:** e.g., activities, celebrations, clothing, dance, festivals, food, history, land, music, protocols, rituals, traditions, population, location
- **common elements of stories:** place, characters, setting, plot, problem and resolution
- **world:** e.g., Austria, Switzerland, Liechtenstein, Luxembourg, Okanagan Valley, Canadian Prairies, Washington State, Michigan, Texas, Iowa, Missouri, Argentina, Namibia, South Africa
- **works of art:** e.g., creative works in dance, drama, music, visual arts, with consideration for the ethics of cultural appropriation and plagiarism

BIG IDEAS

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

Learning Standards

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

Big Ideas – Elaborations

- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Creative works:** representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns and pronunciation:** groupings of letters that make the same sound (e.g., *Sie/sie, das/dass, ist/isst, seit/seid*), rhyming words, and letter patterns that have consistent pronunciations (e.g., *ie, ei, ä, ö*)
- **Derive meaning:** Understand key elements, supporting details, time, and place.
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **strategies:** language-learning strategies such as interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate:**
 - Use common expressions of time and transitional words to show logical progression.
 - Use past, present, and future time frames.
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **similarities and differences:** e.g., compare the purpose of activities, celebrations, holidays, practices, and traditions
- **cultural practices:** relating to celebrations, holidays, and events (e.g., *Fasching/Karneval, Nikolaus*), daily practices such as mealtimes, and idiomatic use of language
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in German
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **declination:** grammatical forms/endings for gender, case, and number (e.g., *das kleine Haus, die kleinen Häuser*)
- **questions:** including inversion questions (e.g., *Hast du Lust auf ein Eis?, Wann gehst du ins Kino?*)
- **comparisons:** e.g., *auch, aber, mehr/weniger als, so viel wie*
- **sequence of events:** e.g., *zuerst, erstens, zweitens, drittens..., danach, dann, darauf(folgend), schließlich, zuletzt, abschließend*
- **time frames:** past, present, and future time frames for common verbs in context (e.g., *Wir haben [jetzt] Deutsch; Er hat [gestern] einen Film gesehen; Ich werde [heute Abend] meine Hausaufgaben machen*)
- **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose
- **common elements of stories:** place, characters, setting, plot, problem and resolution
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **works of art:** e.g., creative works in dance, drama, music, visual arts
- **cultural aspects:** e.g., activities, celebrations, clothing, dance, festivals, First Peoples regalia, food, history, land, music, protocol, rituals, traditions
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

BIG IDEAS

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

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Use various strategies to increase understanding and produce oral and written language Comprehend key information and supporting details in speech and a variety of other texts Comprehend meaning and viewpoints in stories Narrate stories, both orally and in writing Respond to questions and instructions Seek clarification and verify meaning Exchange ideas and information with growing fluency, both orally and in writing Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity Investigate regional, cultural, and linguistic variations in German communities and their role in shaping cultural identity Engage in experiences with German communities and people Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> German declination gender, case, and number common vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions activities, situations, and events opinions formality, directness, verb tense, and modality locations and directions prepositions and the respective cases past, present, and future time frames elements of common texts common elements of stories idiomatic expressions throughout German communities contributions of German Canadians First Peoples perspectives connecting language and culture, including oral histories, identity, and place German works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Cultural expression:** represents the experience of the people from whose culture it is drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - interpret body language, expression, and tone
 - use contextual cues
 - interpret familiar words
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression.
 - Use past, present, and future time frames.
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional, cultural, and linguistic variations:** e.g., idiomatic expressions of German communities
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in German
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **declination:** grammatical forms/endings for gender, case, and number (e.g., *das kleine Haus, die kleinen Häuser*)
- **questions:** including inversion questions (e.g., *Wann hast du heute Zeit?, Magst du Gedichte?*)
- **activities, situations, and events:** using appropriate tenses in both the affirmative and the negative
- **directions:** e.g., *Geh geradeaus!, Nimm die erste Strasse rechts (links)!*
- **prepositions and the respective cases:** e.g., *Das Buch liegt auf dem Bett; Ich lege das Buch auf das Bett*
- **time frames:** past, present, and future tenses of regular and irregular verbs in context
- **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose
- **common elements of stories:** place, characters, setting, plot, problem and resolution
- **idiomatic expressions:** e.g., *Ich habe die Nase voll!; Das ist mir Wurst; Du hast einen Vogel; Das ist nicht mein Bier!*
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **works of art:** e.g., creative works in dance, drama, music, visual arts
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn