

## BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• Demonstrate degrees of formality in speech and writing to reflect different <b>purposes</b></li> <li>• Derive meaning in speech and a variety of other <b>texts</b> and <b>contexts</b></li> <li>• Identify <b>perspectives</b> in texts</li> <li>• Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li>• Recognize how <b>choice of words</b> affects meaning</li> <li>• <b>Narrate stories</b>, both orally and in writing</li> <li>• <b>Exchange ideas</b> and information with growing fluency, both orally and in writing</li> <li>• Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Investigate <b>regional and ethnic diversity</b> of German language and culture</li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> <li>• <b>Engage in experiences</b> with German communities and people</li> <li>• Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Identify and explore <b>educational and personal/professional opportunities</b> requiring proficiency in German</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• German <b>declination</b></li> <li>• gender, case, and number</li> <li>• increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>– complex questions</li> <li>– <b>sequence of events</b> in stories</li> <li>– explanation and justification of <b>opinions</b></li> <li>– <b>points of view</b></li> <li>– <b>prepositions and the respective cases</b></li> </ul> </li> <li>• past, present, and future <b>time frames</b></li> <li>• <b>language formality and etiquette</b></li> <li>• <b>distinguishing features</b> of major German regional dialects</li> <li>• German <b>works of art</b></li> <li>• First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

Big Ideas – Elaborations

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g., to convince, inform, entertain
- **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).
- **contexts:** e.g., differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias.
- **strategies:** For example:
  - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
  - interpret body language, expression, and tone
  - use contextual cues
  - interpret familiar words
- **choice of words:** words with close but not identical meanings (e.g., *malen* versus *zeichnen*, *kennen* versus *wissen*, *der gleiche* versus *derselbe*)
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use multiple time frames.
- **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. (e.g., a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **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 and ethnic diversity:** e.g., distinguishing features of major German regional dialects, connections between language and culture
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **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
- **educational and personal/ professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad

## Content – Elaborations

- **declination:** grammatical forms/endings for gender, case, and number (e.g., *das kleine Haus, die kleinen Häuser*)
- **sequence of events:** using appropriate verb tenses and expressions of time (e.g., *zuerst, danach, anschließend, schließlich, nach 30 Minuten, eine Stunde später, am nächsten Tag*)
- **opinions:** e.g., *Meiner Meinung nach..., weil...; Ich finde, dass..., weil...; Ich bin der Ansicht, dass..., weil...*
- **points of view:** e.g., *Ich finde, dass..., aber er findet, dass...; Sie hat Recht; Meiner Meinung nach..., ihrer Meinung nach...*
- **prepositions and the respective cases:** prepositions with *Dativ* (e.g., *aus, nach, von...*), with *Akkusativ* (e.g., *gegen, durch...*), and with *Wechselpräpositionen* (e.g., *Das Buch liegt auf dem Tisch versus Ich lege das Buch auf den Tisch*)
- **time frames:** including past tenses (*Perfekt, Plusquamperfekt, Präteritum*), *Präsens*, *Futur*; differences between past tenses (*Perfekt* versus *Präteritum*)
- **language formality and etiquette:** For example:
  - elements of formal versus informal speech and writing (e.g., *Konjunktiv I* in writing)
  - etiquette, such as addressing people they have not met as *Herr* or *Frau* + surname/title (e.g., *Herr Müller/Direktor*) and using the formal address (*Sie*)
  - topic-specific jargon, abbreviations, and texting short forms (e.g., *gn8 = gute Nacht; MfG = mit freundlichen Grüßen; LG = Liebe Grüße*)
- **distinguishing features:** e.g., accents, idiomatic expressions, local slang vocabulary (*Servus, Grüß Gott, Moin, Grüezi...*)
- **works of art:** creative works (e.g., books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **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 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

Language learning is a lifelong process.	Sharing our feelings, opinions, and beliefs in a new language contributes to our identity.	With increased language proficiency, we can discuss and justify opinions with nuance and clarity.	Exploring diverse <b>forms of cultural expression</b> promotes greater understanding and appreciation of cultures worldwide.	Becoming more proficient in a new language enables us to explore global issues.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Negotiate meaning and perspectives in a wide variety of <b>contexts</b></li> <li>Locate and explore a variety of <b>texts</b> in German</li> <li><b>Respond personally</b> to a variety of texts</li> <li>Analyze and compare elements of creative works from diverse communities</li> <li>Recognize how choice of words affects meaning</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Narrate stories</b>, both orally and in writing</li> <li><b>Exchange ideas</b> and information with growing fluency, both orally and in writing</li> <li>Express themselves effectively, with <b>fluency and accuracy</b>, both orally and in writing</li> <li>Synthesize, evaluate, and respond to the opinions of others</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>German <b>declination</b></li> <li>gender, case, and number</li> <li>increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>complex questions</li> <li><b>sequence of events</b> in stories</li> <li><b>doubts, wishes, possibilities, and hypotheticals</b></li> <li><b>needs and emotions</b></li> <li>expression, support, and defence of opinions</li> <li><b>prepositions and the respective cases</b></li> </ul> </li> <li>past, present, and future <b>time frames</b></li> <li><b>language formality and etiquette</b></li> <li><b>distinguishing features</b> of major regional dialects</li> <li>German-related <b>resources and services</b></li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>German <b>works of art</b></li> <li>Contributions of German Canadians to society</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize the regional and ethnic diversity of German language and culture</li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> <li>• <b>Engage in experiences</b> with German communities and people</li> <li>• Identify and explore opportunities to continue language acquisition beyond graduation</li> <li>• Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Identify and explore <b>educational and personal/professional opportunities</b> requiring proficiency in German</li> </ul>	

Big Ideas – Elaborations

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **contexts:** e.g., differing in terms of audience, purpose, setting, formality/informality
- **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).
- **Respond personally:** e.g., provide personal interpretations or opinions
- **strategies:** For example:
  - negotiate meaning by using questions in German and other techniques for clarification
  - summarize information in oral, visual, and written forms
  - use dictionaries and other reference materials for clarity of comprehension and expression
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use multiple time frames.
- **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.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **fluency and accuracy:** e.g., using the full range of tenses and moods, developing flow, employing precise vocabulary, using appropriate structures
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **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
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad

## Content – Elaborations

- **declination:** grammatical forms/endings for gender, case, and number (e.g., *das kleine Haus, die kleinen Häuser*)
- **sequence of events:** using appropriate verb tenses and expressions of time (e.g., *zuerst, danach, anschließend, schließlich, nach 30 Minuten, eine Stunde später, am nächsten Tag*)
- **doubts, wishes, possibilities, and hypotheticals:** using *Indikativ, Konjunktiv I, and Konjunktiv II* moods (e.g., *Sie sagt, sie sei krank; Er behauptet, er habe kein Geld; Ich wünschte, ich hätte...; Wenn ich reich wäre, ...; Du müsstest es wissen; Könntest du bitte...*)
- **needs and emotions:** e.g., *Es ist notwendig, zu...; Man muss...; Es tut mir leid, dass...*
- **prepositions and the respective cases:** prepositions with *Dativ* (e.g., *aus, nach, von...*), with *Akkusativ* (e.g., *gegen, durch...*), and with *Wechselpräpositionen* (e.g., *Das Buch liegt auf dem Tisch* versus *Ich lege das Buch auf den Tisch*)
- **time frames:** with attention to nuances among tenses and moods, including *Perfekt, Präteritum, Plusquamperfekt, Präsens, Futur, and Konjunktiv I and II*
- **language formality and etiquette:** For example:
  - elements of formal versus informal speech and writing (e.g., *Konjunktiv I* in writing)
  - etiquette, such as addressing people they have not met as *Herr* or *Frau* + surname/title (e.g., *Herr Müller/Direktor*) and using the formal address (*Sie*)
  - topic-specific jargon, abbreviations, and texting short forms (e.g., *gn8 = gute Nacht, MfG = mit freundlichen Grüßen; LG = Liebe Grüße*)
- **distinguishing features:** e.g., accents, idiomatic expressions, local slang vocabulary (*Servus, Grüß Gott, Moin, Grüezi...*)
- **resources and services:** e.g., phone book, blogs, courses, clubs, community centres, newspapers, magazines, online resources
- **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:** creative works (e.g., books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **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