

BIG IDEAS

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

Language strategies help us acquire a new language and understand a variety of messages.

Stories help us make connections and communicate ideas in a meaningful way.

Expressing ourselves in a new language requires courage, risk taking and perseverance.

Creative works allow us to experience culture and appreciate cultural diversity in an authentic way.

Acquiring a new language provides a unique opportunity to interact with **diverse communities**.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between German letter patterns and pronunciation Comprehend key information and supporting details in simple texts Recognize and apply grammatical rules for gender, case, and number Comprehend and retell simple stories Locate and explore a variety of media in German Use a variety of strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Use intonation and tone effectively to convey meaning in German Narrate simple stories orally and in writing Participate and engage in short and simple conversations about familiar topics Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and respond to questions on familiar topics describe and compare people, objects, places, and personal interests describe sequences of events express simple needs, opinions, and likes and dislikes Seek clarification of meaning using a variety of statements and questions Share information using visuals or technology to assist in communicating 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> German phonemes German letter patterns gender, case, and number First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions time and frequency information about German-speaking communities around the world <ul style="list-style-type: none"> descriptions of people, objects, places, and personal interests use of comparing and contrasting sequence of events simple needs and opinions

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify and share information about German-speaking communities around the world • Recognize how cultural identity is expressed through texts, cultural festivals or celebrations and creative works in German • Recognize the importance of story and place in personal, family, and community identity • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge through place • Describe similarities and differences between their own cultural practices and traditions and those of German-speaking communities • Engage in experiences with German-speaking people and communities 	<ul style="list-style-type: none"> • past, present, and future time frames • common elements of stories <ul style="list-style-type: none"> – degrees of likes and dislikes – hopes, dreams, desires, and ambitions

Big Ideas – Elaborations	SECOND LANGUAGES – German Introductory Grade 11
<ul style="list-style-type: none"> • 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. • diverse communities: e.g., German-speaking communities 	

Curricular Competencies – Elaborations

- **German letter patterns and pronunciation:** e.g., *a, e, er, i, o, u, ä, ö, ü, ß, eu, äu, au, ei, ie*
- **Comprehend:** identify key information and events
- **key information and supporting details:** e.g., *wer?; was?; wo?; wann?; warum?*
- **texts:** Text is a generic term referring to all forms of oral, written, visual, and digital communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **gender, case, and number:** correct grammatical forms/endings for gender, case, and number
- **Comprehend and retell:** identify key information in oral and written stories and retell stories orally and in writing
- **media:** e.g., articles, blogs, cartoons, music, news, videos
- **strategies:** e.g., interpreting gestures, facial expressions, intonation, tone of voice, contextual cues, and familiar words, orally and in writing
- **Use intonation and tone effectively:** examples:
 - question and statement intonation patterns
 - use of tone to express different emotions
- **Narrate:**
 - using expressions of time and transitional words to show logical progression
 - using past, present, and future time frames
- **Participate and engage:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **people:** including main characters in texts
- **Seek clarification:** e.g., *Ich verstehe nicht; Wiederholen Sie bitte; Wie bitte?; Was bedeutet...?; Wie sagt man...?; Wie schreibt/buchstabiert man...?*
- **visuals or technology:** e.g., digital media, videos, pictures, posters, props
- **German-speaking communities around the world:** e.g., in Austria, Liechtenstein, Luxembourg, Switzerland, Canadian Prairies, Okanagan Valley, Iowa, Michigan, Missouri, Texas, Washington State, Argentina, Namibia, South Africa
- **Recognize the importance of story:** e.g., express their perspective, values, beliefs, worldviews, and knowledge
- **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 of the world.
- **ways of knowing:** Ways of knowing refers to the various beliefs about the nature of people’s knowledge (e.g., Aboriginal, gender-related, subject/discipline-specific, cultural, embodied, and intuitive).
- **Describe similarities and differences:** e.g., by discussing the purpose of activities, celebrations, customs, holidays, practices, traditions
- **Engage in experiences:** e.g., blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, plays, social media, stores and restaurants with service in German

Content – Elaborations

- **phonemes:** individual speech sounds (e.g., ä, ö, ü, eu, äu, au, ei, ie, sch)
- **gender, case, and number:**
 - nouns have genders, cases, and numbers and must be capitalized
 - gender (masculine, feminine, neuter)
 - case (*Nominativ, Akkusativ, Dativ, Genitiv*)
 - number includes use of singular and plural (e.g., *der kleine Junge/die kleinen Jungen*)
- **oral histories:** e.g., conversations with an Elder about local ceremonies, traditions, and protocols
- **identity:** e.g., identity is influenced by
 - ceremonies, traditions, and protocols for local First Peoples
 - cultural celebrations and festivals
- **place:** e.g., a sense of place can be influenced by territory, food, clothing, and creative works
- **types of 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?*
- **time and frequency:** e.g., *heute, gestern, morgen, jeden Tag, immer, manchmal, nie*
- **information about German-speaking communities:** e.g., celebrations, festivals, food, geography, history, population, territory, traditions
- **comparing and contrasting:** e.g., using expressions such as *auch, aber, mehr/weniger als, so viel wie*
- **sequence of events:** using words that indicate sequence (e.g., *zuerst, erstens, zweitens, drittens..., danach, dann, darauf(folgend), schließlich, zuletzt, abschließend*)
- **past, present, and future 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*)
- **common elements of stories:** e.g., place, characters, setting, plot, problem, resolution
- **degrees of likes and dislikes:** e.g., *Ich mag...; Oliver hat... (besonders) gern...; Rebecca liebt...; Wir haben... (gar) nicht gern...; Ich verabscheue...; Sie hasst...*
- **hopes, dreams, desires, and ambitions:** e.g., *Ich hätte (gern)...; Teresa würde (gern)...; Er möchte (gern)...*