

## BIG IDEAS

Listening and viewing with intent helps us acquire a new language.	Both verbal and <b>non-verbal cues</b> contribute meaning in language.	With basic language skills, we can describe ourselves.	<b>Reciprocal</b> communication is possible using simple, high-frequency words and patterns.	<b>Stories</b> help us make connections to what we have already learned.	Each culture has traditions and ways of celebrating.
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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>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between pronunciation, including <b>common intonation patterns</b>, and meaning</li> <li>Identify key information in slow, clear speech and other simple <b>texts</b></li> <li>Comprehend simple stories</li> <li>Comprehend high-frequency vocabulary in slow, clear speech and other simple texts</li> <li>Begin to use <b>strategies</b> to increase understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Interpret non-verbal cues to increase understanding</li> <li>Respond appropriately to simple commands and instructions</li> <li>Demonstrate awareness of formal and informal ways to address others</li> <li>Participate, with support, in simple interactions about everyday situations:               <ul style="list-style-type: none"> <li>ask and answer simple questions <b>in context</b></li> <li>describe themselves and their interests</li> <li>provide <b>simple descriptions</b></li> </ul> </li> <li><b>Seek clarification</b> of meaning using common statements and questions</li> <li>Use <b>visuals or technology</b> to assist in understanding and communicating</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>German alphabet and <b>phonemes</b></li> <li><b>gender and number</b></li> <li><b>cognates</b></li> <li>First Peoples perspectives connecting language and culture:               <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li>common, high-frequency vocabulary and sentence structures for communicating meaning:               <ul style="list-style-type: none"> <li><b>simple questions</b></li> <li><b>simple information about themselves and others</b></li> <li>formal and informal <b>modes of address</b></li> <li><b>likes, dislikes, and preferences</b></li> <li>simple descriptions</li> <li><b>elements of cultural festivals and celebrations</b></li> </ul> </li> <li><b>German cultural festivals or celebrations in Canada or the world</b></li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of German-speaking communities in British Columbia and Canada</li> <li>• Identify simple <b>information</b> about a German cultural festival or celebration</li> <li>• Reflect on personal, shared, or others' experiences of <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of German culture</li> </ul>	

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## BIG IDEAS

Listening and viewing with intent helps us understand a message.	Using <b>strategies</b> helps us understand and acquire language.	With basic language skills, we can describe important people in our lives.	<b>Reciprocal</b> communication is possible using simple, high-frequency words and patterns.	<b>Stories</b> communicate ideas in a meaningful way.	Learning about language from <b>diverse communities</b> helps us develop cultural awareness.
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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>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between pronunciation, letters, and punctuation, and <b>the role of intonation and tone of voice</b> in conveying meaning</li> <li>Begin to recognize the relationship between <b>German letter patterns and pronunciation</b></li> <li>Identify <b>key information and some details</b> in slow, clear speech and other simple <b>texts</b></li> <li>Comprehend simple stories</li> <li>Comprehend high-frequency words and patterns in slow, clear speech and other simple texts</li> <li>Use strategies to increase understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Interpret non-verbal cues to increase understanding</li> <li>Respond appropriately to questions, simple commands, and instructions</li> <li>Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> <li>ask and answer simple questions <b>in context</b></li> <li>describe common emotions and states of physical health</li> <li>describe <b>people, objects</b>, and places</li> <li>express likes and dislikes</li> <li>share simple <b>information about events</b></li> </ul> </li> <li><b>Seek clarification</b> of meaning using common statements and questions</li> <li>Use <b>visuals or technology</b> to assist in communicating</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>German <b>phonemes</b></li> <li>German letter patterns</li> <li><b>gender, case, and number</b></li> <li>First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li>common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li><b>types of questions</b></li> <li><b>descriptions of others</b></li> <li><b>hobbies and topics of interest</b></li> <li><b>justifications for likes, dislikes, and preferences</b></li> <li><b>common emotions</b></li> </ul> </li> <li><b>cultural and geographical aspects</b> of German-speaking communities across Canada</li> <li>German-speaking communities and associations across Canada</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of German-speaking communities in Canada</li> <li>• Identify, share, and compare information about the German-speaking world</li> <li>• Reflect on personal, shared, or others' experiences of <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of German culture</li> </ul>	

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## BIG IDEAS

Listening and viewing with intent helps us understand an increasing variety of messages.	Using <b>strategies</b> helps us understand and acquire language.	With basic language skills, we can discuss our interests.	<b>Reciprocal</b> interactions are possible even with limited language skills.	<b>Stories</b> allow us to understand ideas in a meaningful way.	Deepening our knowledge of <b>diverse communities</b> helps us develop cultural awareness.
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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>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between <b>German letter patterns</b> and pronunciation</li> <li><b>Comprehend</b> increasingly complex <b>key information and supporting details</b> in slow, clear speech and other simple <b>texts</b></li> <li>Comprehend simple stories</li> <li>Use strategies to increase understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><b>Use intonation and tone effectively</b> to convey meaning in German</li> <li>Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions</li> <li>Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> <li>ask and answer questions <b>in context</b></li> <li>describe people in their community and key characters in texts</li> <li><b>describe locations and give simple directions</b></li> <li>explain reasons for likes, dislikes, and preferences</li> <li>make simple comparisons</li> </ul> </li> <li><b>Seek clarification</b> of meaning using a variety of statements and questions</li> <li>Share information using more than one <b>mode of presentation</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>German letter patterns</li> <li>First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li>common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li><b>types of questions</b></li> <li><b>description of others</b></li> <li><b>locations and directions</b></li> <li><b>reasons for likes, dislikes, and preferences</b></li> <li><b>simple comparisons</b></li> <li><b>cultural aspects of communities</b></li> </ul> </li> <li><b>common elements</b> of stories</li> <li><b>information</b> about <b>German-speaking countries</b> and communities around the world</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Demonstrate simple awareness that there are <b>German-speaking communities around the world</b></li> <li>• Identify, <b>share, and compare</b> information about German communities in and outside of Canada</li> <li>• Identify cultural aspects of German-speaking communities</li> <li>• Express and reflect on a variety of experiences and perspectives of <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of German culture</li> </ul>	

## BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition 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 more actively in <b>reciprocal</b> interactions.	<b>Stories</b> allow us to communicate ideas in a meaningful way.	<b>Creative works</b> are an expression of culture.	Acquiring a new language and learning about another culture deepen our understanding of our own language and culture.
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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>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between <b>German letter patterns</b> and pronunciation</li> <li>Comprehend increasingly complex <b>key information and supporting details</b> in <b>texts</b></li> <li><b>Comprehend and retell</b> stories</li> <li>Use a variety of <b>strategies</b> to increase understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><b>Narrate</b> simple stories</li> <li>Exchange ideas and information using complete sentences orally and in writing: <ul style="list-style-type: none"> <li>ask and answer a variety of questions about familiar topics</li> <li>describe <b>people</b>, objects, and personal interests</li> <li>compare and contrast simple characteristics of objects and people</li> <li>explain reasons for emotional and physical states</li> <li>express simple beliefs and opinions</li> </ul> </li> <li><b>Seek clarification and provide verification</b> of meaning</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>German letter patterns</li> <li>First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li>common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li><b>types of questions</b></li> <li><b>time and frequency</b></li> <li>descriptions of people, objects, and personal interests</li> <li><b>the use of comparison and contrast</b></li> <li>reasons for <b>preferences and emotions</b></li> <li><b>simple beliefs and opinions</b></li> <li><b>cultural aspects of communities</b></li> </ul> </li> <li><b>past, present, and future time frames</b></li> <li><b>common elements</b> of stories</li> <li><b>information</b> about German-speaking communities around the world</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Identify and share information about <b>German-speaking communities around the world</b></li> <li>• Expand their experience of German-speaking cultures through the exploration of creative works in German</li> <li>• Describe cultural aspects of practices and traditions in German-speaking communities</li> <li>• <b>Describe similarities and differences</b> between their own cultural practices and traditions and those of German-speaking communities</li> <li>• Explore ways to <b>engage in experiences</b> with German-speaking people and communities</li> <li>• Express and reflect on a variety of experiences and perspectives of <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of German culture</li> </ul>	



## BIG IDEAS

Listening and viewing with intent strengthens our understanding and acquisition of a new language.	Acquiring another language provides opportunities to explore our own cultural identity from a new perspective.	We can have meaningful conversations in a new language about things that are important to us.	<b>Stories</b> give us unique ways to interpret and share knowledge, thoughts, and feelings.	<b>Creative works</b> allow us to experience culture in an authentic way.	Acquiring a new language and learning about another culture deepens our understanding of our own language and culture and builds community.
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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>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize the <b>relationships between German letter patterns and pronunciation</b></li> <li>Recognize and apply grammatical rules for <b>gender, case, and number</b></li> <li><b>Derive meaning</b> from a variety of <b>texts</b></li> <li>Use a growing variety of <b>strategies</b> to increase understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><b>Narrate</b> stories</li> <li><b>Participate</b> in short and simple conversations</li> <li>Exchange ideas and information using complete sentences, orally and in writing:               <ul style="list-style-type: none"> <li>ask and respond to questions on familiar topics</li> <li>describe <b>people</b>, objects, places, and personal interests</li> <li>compare and contrast characteristics of people, objects, places, and personal interests</li> <li>describe sequences of events</li> <li>express simple needs in familiar situations</li> <li>express opinions on familiar topics</li> </ul> </li> <li><b>Seek clarification and provide verification</b> of meaning through a variety of strategies</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>German letter patterns</b></li> <li>First Peoples perspectives connecting language and culture:           <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li>an increasing range of commonly used vocabulary and sentence structures for conveying meaning:           <ul style="list-style-type: none"> <li><b>types of questions</b></li> <li>descriptions of people, objects, places, and personal interests</li> <li>the use of <b>comparing and contrasting</b></li> <li><b>sequence of events</b></li> <li>simple needs and opinions</li> <li><b>cultural aspects of communities</b></li> </ul> </li> <li><b>past, present, and future time frames</b></li> <li><b>elements</b> of common types of texts</li> <li><b>common elements</b> of stories</li> <li><b>cultural practices, traditions, and attitudes</b> in various German-speaking countries and communities</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Describe cultural practices, traditions, and attitudes in various German-speaking countries and describe their role in cultural identity</li> <li>• Recognize the <b>importance of story</b> in personal, family, and community identity</li> <li>• Recognize how German-speaking culture is expressed through creative works</li> <li>• <b>Describe similarities and differences</b> between their own cultural practices and traditions and those of German-speaking countries</li> <li>• <b>Engage in experiences</b> with German-speaking people and communities</li> <li>• Express and reflect on a variety of experiences, perspectives, and worldviews through <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of German culture</li> </ul>	

## BIG IDEAS

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

Acquiring a language can shape our perspective and identity.

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

Acquiring a language provides us with new opportunities to appreciate and value **creative works** and cultural diversity.

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><b>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize that <b>choice of words</b> affects meaning</li> <li><b>Derive meaning</b> from a variety of simple <b>texts</b></li> <li>Locate and explore a variety of <b>media</b> in German</li> <li>Use a growing number of <b>strategies to derive and negotiate meaning</b></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><b>Narrate stories</b> orally and in writing</li> <li><b>Engage</b> in short conversations</li> <li>Express themselves with growing fluency, orally and in writing:               <ul style="list-style-type: none"> <li>ask and respond to a variety of questions</li> <li>describe situations, day-to-day activities, and sequences of events</li> <li>express the degree to which they like or dislike objects and activities</li> <li>express hopes, dreams, desires, and ambitions</li> <li>express opinions on familiar topics</li> </ul> </li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>an increasing range of commonly used vocabulary and sentence structures for conveying meaning:           <ul style="list-style-type: none"> <li><b>types of questions</b></li> <li><b>activities, situations, and events</b></li> <li><b>degrees of likes and dislikes</b></li> <li><b>hopes, dreams, desires, and ambitions</b></li> <li>opinions</li> </ul> </li> <li>First Peoples perspectives connecting language and culture:           <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li><b>past, present, and future time frames</b></li> <li><b>elements</b> of a variety of common texts</li> <li><b>common elements</b> of stories</li> <li><b>idiomatic expressions from across German-speaking countries</b></li> <li><b>contributions</b> of German-Canadians to society</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Appreciate that there are <b>regional variations in German</b></li> <li>• Recognize how cultural identity is expressed through texts and creative works in German</li> <li>• Recognize the <b>importance of story</b> in personal, family, and community identity</li> <li>• Recognize contributions of German-Canadians to society</li> <li>• <b>Engage in experiences</b> with German-speaking people and communities</li> <li>• Express and reflect on a variety of experiences, perspectives, and worldviews through <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of German culture</li> </ul>	

## BIG IDEAS

Listening and viewing with intent broadens 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.	Experiencing <b>creative works</b> promotes an understanding of cultures around the world.	Becoming proficient in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.
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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>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize how <b>choice of words</b> affects meaning</li> <li>Derive and negotiate meaning in a wide variety of <b>contexts</b></li> <li><b>Locate</b> and explore a variety of authentic <b>texts</b> in German</li> <li>Interpret a wide variety of texts</li> <li>Adjust their register in speech and writing to reflect different <b>purposes</b></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><b>Narrate stories</b> orally and in writing</li> <li><b>Respond personally</b> to a variety of texts</li> <li><b>Engage</b> in meaningful conversations on a variety of topics</li> <li>Express themselves with growing fluency, orally and in writing:           <ul style="list-style-type: none"> <li>share personal experiences</li> <li>make predictions about future events</li> <li>express and justify personal opinions on <b>topics of interest</b></li> <li>compare and contrast points of view and opinions</li> </ul> </li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>a range of increasingly complex vocabulary and sentence structures for conveying meaning:           <ul style="list-style-type: none"> <li>complex questions</li> <li><b>sequence of events</b> in stories</li> <li><b>a diverse range</b> of personal lifestyles and relationships</li> <li><b>explanation and justification of opinions</b></li> <li><b>comparison and contrast of points of view and opinions</b></li> </ul> </li> <li>First Peoples perspectives connecting language and culture:           <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li><b>past, present, and future time frames</b></li> <li><b>register and language etiquette</b></li> <li><b>distinguishing features</b> of major German regional dialects</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Appreciate that there are <b>regional variations in German</b></li> <li>• Identify <b>biases</b> in texts</li> <li>• Analyze cultural points of view in texts</li> <li>• Recognize <b>connections between language and culture</b></li> <li>• Recognize that language and culture have been influenced by the interactions between First Peoples and German-speaking communities in Canada</li> <li>• <b>Engage in experiences</b> with German-speaking people and communities</li> <li>• Identify educational and career opportunities requiring proficiency in German</li> <li>• Express and reflect on a variety of experiences, perspectives, and worldviews through <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of German culture</li> </ul>	

## BIG IDEAS

Acquiring a language 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.

Experiencing the **creative works** of other cultures helps us develop an appreciation of cultures worldwide.

Proficiency in a new language allows us to understand global issues and explore 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>Language Thinking</b></p> <ul style="list-style-type: none"> <li>• Derive and negotiate meaning in a wide variety of <b>contexts</b></li> <li>• <b>Locate</b>, explore, and interpret a variety of authentic <b>texts</b> in German</li> <li>• Retrieve, research, and analyze information from authentic resources to complete meaningful tasks</li> <li>• Recognize different <b>purposes</b>, degrees of formality, and cultural points of view in a variety of texts</li> <li>• Analyze and compare elements of creative works from <b>diverse communities</b></li> <li>• Adjust their speech and writing to reflect different purposes and degrees of formality</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• <b>Narrate stories</b> orally and in writing</li> <li>• <b>Respond personally</b> to a variety of texts</li> <li>• <b>Engage</b> in conversations on a variety of <b>topics of interest</b>, orally and in writing</li> <li>• Interact in a variety of meaningful, real life situations</li> <li>• Express themselves effectively, with <b>fluency and accuracy</b>, orally and in writing: <ul style="list-style-type: none"> <li>– express doubts, wishes, possibilities, and hypotheticals</li> <li>– express and explain needs and emotions</li> <li>– express, support, and defend opinions on a variety of topics of interest</li> <li>– synthesize, evaluate, and respond to the opinions of others</li> </ul> </li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• a wider range of increasingly complex vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li>– a wide range of 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 defense of opinions</li> </ul> </li> <li>• First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> <li>– <b>oral histories</b></li> <li>– <b>identity</b></li> <li>– <b>place</b></li> </ul> </li> <li>• <b>multiple time frames</b></li> <li>• <b>register and language etiquette</b></li> <li>• distinguishing <b>features of major German regional dialects</b></li> <li>• where to access German-language resources and services</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Identify and explain <b>biases</b> in texts</li> <li>• Recognize and explain <b>connections between language and culture</b></li> <li>• Recognize that language and culture have been influenced by the interactions between cultural and linguistic groups from diverse backgrounds</li> <li>• <b>Engage in experiences</b> with German-speaking people and communities</li> <li>• Identify and explore opportunities to continue <b>language acquisition beyond graduation</b></li> <li>• Identify and explore career opportunities requiring proficiency in German</li> <li>• Express and reflect on a variety of experiences, perspectives, and worldviews through <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of German culture</li> </ul>	