

## BIG IDEAS

<p>Listening and viewing with intent supports our acquisition and understanding of a new language.</p>	<p><b>Stories</b> give us unique ways to understand and reflect on meaning.</p>	<p>Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance.</p>	<p><b>Cultural expression</b> can take many forms.</p>	<p>Acquiring a new language provides a unique opportunity to access and interact with diverse communities.</p>
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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>• Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li>• Comprehend key information and supporting details in speech and a variety of other <b>texts</b></li> <li>• Comprehend meaning and viewpoints in stories</li> <li>• <b>Narrate</b> stories, both orally and in writing</li> <li>• Respond to questions and instructions</li> <li>• <b>Seek clarification and verify</b> meaning</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>• Recognize the importance of story in personal, family, and community identity</li> <li>• Investigate <b>regional, cultural, and linguistic variations</b> in German communities and their role in shaping cultural identity</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>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</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>• common vocabulary, sentence structures, and expressions, including:             <ul style="list-style-type: none"> <li>– types of <b>questions</b></li> <li>– <b>activities, situations, and events</b></li> <li>– opinions</li> <li>– formality, directness, verb tense, and modality</li> <li>– locations and <b>directions</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>elements of common texts</b></li> <li>• <b>common elements of stories</b></li> <li>• <b>idiomatic expressions</b> throughout German communities</li> <li>• contributions of German Canadians</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>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

## 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