Brecksville-
Broadview Heights
City School District

Curriculum Framework

Brecksville-Broadview Heights City Schools
6638 Mill Rd
Brecksville, Ohio 44141

German II
2025

District Leadership

Superintendent of Schools :: Jeff Harrison
Assistant Superintendent of Schools :: Brian Wycuff
Director of Teaching and Learning :: Dr. David Martin

Board of Education

Mark Dosen :: President
Ellen Kramer :: Vice President
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Acknowledgment

This document represents a strong effort on the part of the following individuals:

- Peggy Burling

Brecksville
Broadview Heights
City School District

who we are. where we are going. what we value.

OUR MISSION

The BBHCSD exists to rigorously educate our students to the highest standards, to boldly empower our school family with exciting learning experiences, and to collaboratively engage our community to cultivate productive future citizens of a global society.

OUR VISION

The BBHCSD will be the destination district by pushing the boundaries of academic excellence and expanding innovative opportunities for students, while advocating for all, in a safe and accountable educational environment.

OUR VALUES

- We value academic excellence and providing innovative learning opportunities for all
- We value school safety and security in protocol, thought, and action to create a welcoming school climate
- We value responsible stewardship of the dynamic resources in the BBHCSD
- We value the finest educators and staff to empower our students
- We value transparent, engaging, and collaborative communications
- We value the comprehensive preparedness of our students' future success

OUR CULTURE

The BBHCSD will encourage all to Bee Your Best, Bee The Future, and Bee One Community, and will accomplish this by building safety, sharing vulnerability, and establishing a shared purpose with the values above.

Together, we will ***Protect the Banner of the BBHCSD.***

Instructional & Curricular Philosophy

The curriculum and instruction of the Brecksville Broadview Heights City School District will provide an educational program to assist all students to realize their potential to make a positive impact as contributing members of a global society. Both the curriculum and the instructional process reflect that each student is a unique individual and learner.

Students are prepared for their futures through strong curriculum and instructional practices that cultivate the *Attributes of a Bee*: Emotionally-Prepared, Future-Ready, Globally-Responsible, and Self-Reliant. Rooted in the district's mission, these competencies reflect our commitment to rigorously **educate** every student to the highest standards, boldly **empower** our school family with inspiring learning experiences, and collaboratively **engage** our community in shaping productive citizens for a global society.

Students are at the center of all we do in the Brecksville Broadview Heights City School District. We practice standards-driven curriculum and instruction in all content areas:

- We anchor all learning in Ohio's learning standards.
- We utilize data-driven, evidence-based instruction and decision making.
- We utilize assessments directly aligned to Ohio's learning standards to collect data on student growth and mastery, adjusting and adapting instruction to meet the learning needs of all students.
- We foster a culture of continuous growth in learning for both students and staff.
- We believe that learning is a lifelong pursuit and that everyone has the capacity to grow and continually learn.
- We provide supportive learning environments that encourage active engagement, curiosity, exploration, and rigorous levels of learning.

Brecksville
Broadview Heights
City School District

EDUCATE. EMPOWER. ENGAGE.

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OUR VISION

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ATTRIBUTES OF A BEE

FUTURE READY

BBH students will become lifelong learners and acquire career knowledge along with core technical skills. Bees will be independent thinkers, problem-solvers and possess communications and listening skills.

EMOTIONALLY PREPARED

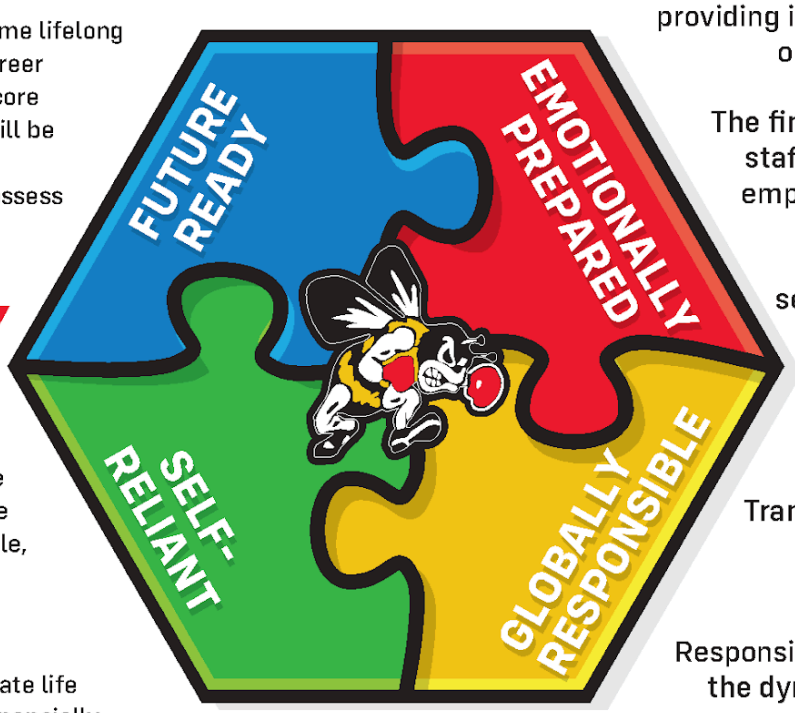
Bees will be self-aware and self-confident and have a growth mindset, while being resilient, adaptable, and flexible.

SELF-RELIANT

Bees will have appropriate life skills, be resourceful, financially savvy, and be self-directed.

GLOBALLY RESPONSIBLE

Our graduates will be engaged citizens, team collaborators, strong stewards of the environment, with broad horizons.



OUR COMMUNITY'S SCHOOL VALUES

Academic excellence and providing innovative learning opportunities for all

The finest educators and staff to constructively empower our students

School safety and security in protocol, action, thought in creating a welcoming school climate

Transparent, engaging and collaborative communications

Responsible stewardship of the dynamic resources in the BBHCSD

Comprehensive preparedness of our students' future college and career pathways

Protecting the Banner of the BBHCSD!

German II

District Overview of Content

Ohio's revised Learning Standards for World Languages and Cultures empower students to communicate and thrive in a connected world. Drawing on research, these standards prioritize speaking skills and cultural understanding, regardless of grade level. They align with international proficiency levels, ensuring clear learning goals. Importantly, cultural understanding now takes center stage, highlighting its equal weight alongside fluency. This prepares students not only to speak another language, but to appreciate its cultural nuances, setting them up for success in college, work, and navigating the global landscape.

A key update in the standards is the introduction of proficiency levels alongside grade bands. This approach aligns with the American Council on the Teaching of Foreign Languages' framework, outlining clear learning goals for the first seven stages: **Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High and Advanced Low.** This shift prioritizes fluency development over specific grade levels, ensuring students progress regardless of when they begin learning a language. In essence, proficiency takes center stage, empowering students to achieve their language goals at their own pace.

Ohio's Standards for World Languages and Cultures overview is paraphrased from Ohio's DEW

Course Overview

There are two overriding standards that guide instruction in World Language: Culture and Communication. The updated Culture goal for German integrates cultural products, practices, and perspectives in a way that encourages not only cultural knowledge but also the development of cultural competence skills for effective communication. This goal is designed to work hand-in-hand with the Communication goal because language and culture are closely connected. The Culture goal aims to help students understand and navigate German-speaking cultures by not only learning about them but also by honing the skills needed to communicate appropriately within those cultural contexts.

The Communication goal encompasses three modes of communication: interpretive, interpersonal, and presentational. These modes are arranged in a specific order to match the way language learners typically process new information.

INTERPRETIVE: Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources.
INTERPERSONAL: Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings and opinions.
PRESENTATIONAL: Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoken, written or signed language when negotiation of meaning is not possible

Students will be exposed to authentic sources, like listening to native speakers, reading, or viewing

materials. This helps them grasp the basics of what they are encountering. Then, they will engage in interpersonal activities, such as discussions and exchanges of viewpoints, to deepen their understanding of the new information and improve their ability to use it in everyday communication. Finally, they will present their expanded understanding through writing or speaking.

This approach provides students with practical, real-world contexts for communication, making the language learning experience more engaging and relevant. Unlike traditional language classes, where grammar might be heavily emphasized, this course aims to strike a balance, ensuring that grammatical accuracy does not overshadow the importance of effective communication. **The class will be conducted in German to immerse students in the language and culture, providing an optimal environment for learning.**

Specifially, German 2 is a continuation of German 1. This course stresses further development of the four skills: speaking, reading, listening comprehension, and writing in order to attain basic proficiency in the language. Students will learn about the culture and be able to navigate common situations in Germany, while strengthening their skills in giving opinions and making requests.

Materials

Vocabulary, Grammar & Sequencing Structure based on *Deutsch Aktuell* Series by EMC Paradigm

Literature/Reading / Video:
Slow German Reading and Audio Texts
Reise seines Lebens by Lisa Ray Turner
or
Der verlorene Koffer by Rita M. Walbruck
Conni geht zelten by Liana Schneider & Eva Wenzel Bürger

Assessments

Formative Assessments
Summative Assessments
National German Exam

Content Standards

Ohio's Learning Standards for World Languages and Cultures - Novice Level (Grades 7-12)

Scope and Sequence of Knowledge and Skills to Be Learned

Quarter 1
Grammar: Review of Present Tense and Nominative/Accusative Articles
Vocabulary: Airport/Travel
Novel: *Die Reise seines Lebens* or *Der verlorene Koffer*

Quarter 2
Grammar: Accusative Pronouns and Prepositions; Conversational Past Tense (weak verbs)
Vocabulary: Camping/Jugendherberge

Quarter 3
Grammar: Conversational Past Tense (strong verbs); Dative Prepositions & Pronouns
Vocabulary: Animals & Pets

Quarter 4
Grammar: 2-Way Prepositions (Dative & Accusative); Review of all Prepositions
Vocabulary: Housing (types of houses, rooms, furniture); Eating Habits/Grocery Shopping

Ohio World Language Standards (Novice Mid to Novice High):
****These standards/benchmarks are addressed in every unit through listening, reading, writing and speaking.****

Interpretive Intercultural Communication (ICC):
1. Compare products and practices in native and other cultures using the target language.
2. Interact at survival level in everyday contexts using the target language and appropriate rehearsed behaviors.

Interpretive Communication (INT-C)
1. Comprehend information in a variety of familiar contexts from authentic texts that are spoken or written
2. Identify the general topic and basic information from words, phrases and simple sentences in authentic informational and fictional texts and overheard or observed conversations

Interpersonal Intercultural Communication (INP-C)
1. Communicate in spontaneous spoken or written conversations on familiar topics.
2. Request and provide information using a variety of practiced or familiar words, phrases, simple sentences and questions

Presentational Communication (P-C):
1. Present prepared or spontaneous spoken or written conversations on familiar topics.
2. Inform, narrate and express preferences and opinions using a variety of practiced or familiar words, phrases and simple sentences.